DOCUMENT RESUME

ED 031 030 40 EC 004 341

By-Knotting, Charles; Brozovich, Richard
A Descriptive Follow-Up Study of a Public School Program for the Emotionally Disturbed. Final Report.
Oakland Schools, Pontiac, Mich. Div. of Special Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-8-5068
Pub Date Mar 69
Grant-OEG-0-085068-3628-032
Note-85p.
EDRS Price MF-$0.50 HC-$4.35
Descriptors-Academic Achievement, *Adjustment (to Environment), Attendance, Behavior Problems, Behavior Rating Scales, Dropouts, *Emotionally Disturbed, *Exceptional Child Research, Family Relationship, *Followup Studies, Grade Point Average, Records (Forms), *Special Classes, Student Evaluation, Student Placement

Background and followup data were obtained for 183 subjects who had been enrolled in the School Adjustment Program (ASP), a public school program for emotionally disturbed children. Average age of the subjects at the time of followup was 16-7; mean age at entrance was 10-10; mean IQ, 96.9; average length of stay in the program, 16.7 academic months. As a group, the subjects were not successful in their school careers after leaving ASP. They received poor ratings by current teachers in both academic and social behavior. Among subjects over 16, 43% were known to have dropped out of school. Other measures of adjustment, such as grade point average, police records, and school suspension or exclusion indicated poor adjustment by former ASP students. Variables measured prior to ASP entrance that were related to the highest number of criteria of successful later adjustment included a rating on stability of the subject's family, age of ASP entrance, and whether the subject's behavior was categorized as acting out or withdrawn. Other variables related to adjustment criteria included IQ, academic retardation, retention prior to ASP, and a history of mental health treatment. Information is included on the subjects' and the program's characteristics. (Author/JD)

ED031030

BR- 8-5068
OE-BR

PA 40

FINAL REPORT
Project No. 8-5068
Grant No. OEG-0-8-085068-3628 (032)

A DESCRIPTIVE FOLLOW-UP STUDY OF A PUBLIC SCHOOL PROGRAM FOR THE EMOTIONALLY DISTURBED

March 1969

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

EC 004 341E

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Final Report

Project No. 8-5068
Grant No. OEG-0-8-085068-3628 (032)

A Descriptive Follow-up Study of A Public School Program for the Emotionally Disturbed

Charles Kotting and Richard Brozovich

Oakland Schools

Pontiac, Michigan

March 1969

The research reported herein was performed pursuant to a grant (grant or contract) with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TABLE OF CONTENTS

Page

Summary 1

Background for the Study 2

Method 8

Results 14

Discussion 37

References 44

Appendixes 46

ERIC Report Resume 79

TABLES

I Groupings Obtained From the Total Sample 8
II Data for Total Sample - Means and Standard Deviations 14
III PBI Data for the Total Sample 16
IV Data for Total Sample - Percentages in Questionnaire Categories 17
V Post ASP Grade Point Averages in Arithmetic, Social Studies and Science for Ss of Different Age Upon ASP Entrance 24
VI Average Days Absent Per Year During Post ASP Years for Youngest and Oldest Entrance Age Ss 25
VII Post ASP Grade Point Average in Social Studies for Ss Retained and Ss Not Retained 26
VIII Gains in Arithmetic for Ss of Different I.Q. 27
IX Proportions of Post ASP Negative Behavior Comments Received by Ss from Three I.Q. Groups 28
X Average Days Absent Per Year for Ss of Different IQ . 28
XI Post ASP Grade Point Averages in Arithmetic, Science and Language for Ss Categorized as Acting Out or Withdrawn 30
XII Arithmetic Achievement Gains While in ASP for Ss Who Were in ASP for Different Lengths of Time 34
XIII Arithmetic Achievement Gains While in ASP for Ss Who Re-Entered the Regular Classroom and Were Categorized Into Three Groups Based on Their Progress While in ASP 35

ACKNOWLEDGMENTS

The authors express their appreciation for the efforts of the research assistants in gathering the data that made this report possible. These research assistants, Mr. Jim Allen, Mr. Bill Sturm, Mrs. Stephanie Bohnsack, Mrs. Judy Christakis, Mr. Sheldon Jacobs, Mr. Andy Vroon, and Mr. Howard Wright also helped develop effective techniques for gathering and summarizing the data necessary for this study.

Dr. Leon Hall, who was initially instrumental in organizing and implementing the Adjusted Study Program, provided valuable assistance throughout the planning and execution of the study. Dr. Loyal Joos and Dr. Rodney Roth organized efficient procedures for the recording of data and facilitated the analysis of data by application of computer technology.

Miss Linda Quick, the ASP secretary, prepared data collection materials, completed initial subject lists, aided in data analysis and was responsible for typing the final manuscript.

Due to the large number of school personnel in local districts, who cooperated in this research effort, their individual names cannot be acknowledged. Without the cooperation of this large number of school personnel this study could not have been completed.

SUMMARY

Since 1959 local districts within the Oakland Intermediate School District have had special education rooms for children with academic and behavioral problems. Children who enter this Adjusted Study Program (ASP) must meet the criteria of programs for the emotionally disturbed established by the Michigan Department of Public Education.

This study reports background and follow-up data obtained in Spring, 1968 for 183 of 195 Ss who had been in the ASP between Fall, 1959 and Spring, 1965. There were four major objectives in the study: 1) provide follow-up information on the academic and social adjustment of the Ss; 2) relate variables measured prior to ASP entrance to criteria of successful later adjustment; 3) provide normative data descriptive of the Ss; and 4) describe some functional characteristics of the program in operation.

Data was obtained by trained research assistants who used school records and interviewed school personnel to complete prepared questionnaires. The average age of Ss at the time of follow-up was 16 years 7 months. Their mean age at ASP entrance was 10 years 10 months and their mean I.Q. was 96.9. Average length of stay in the ASP was 16.7 academic months.

As a group, the Ss were not successful in their post-ASP school careers. They received poor ratings by current teachers in both academic and social behavior. Among Ss over 16, 43% were known to have dropped out of school. Other measures of adjustment, such as grade point average, police records, and school suspension or exclusion indicated poor adjustment by the former ASP students. Variables measured prior to ASP entrance that were related to the highest number of criteria of successful later adjustment included a rating on stability of the Ss' family, age of ASP entrance and whether the Ss' behavior was categorized as acting out or withdrawn. Other variables related to adjustment criteria included I.Q., academic retardation, retention prior to ASP and a history of mental health treatment.

The authors cautioned that this study should not be used to evaluate the effectiveness of ASP since no control groups were available. The need for controlled studies was stressed and suggestions to facilitate such evaluations were made. One interpretation of the research results was that many ASP pupils probably would benefit from program modifications throughout their subsequent school careers.

BACKGROUND FOR THE STUDY

Oakland Intermediate School District initiated special education rooms, called The Adjusted Study Program (ASP), for children with academic and behavioral problems in 1959. Four rooms were opened and served 26 children. Since that beginning, the program has expanded to a current status of 53 rooms serving 368 children. There are entitlements to local school districts for 19 additional programs.

Oakland Schools' constituent districts have a current enrollment of approximately 263,773 children (K thru 12), including 29,447 non-public school children. Oakland County is located about 20 miles north of Detroit and is primarily a suburban-residential area. Socio-economic groups in Oakland County include the full range from very wealthy to very poor, but the majority of families are in the middle or upper middle class.

The criteria for children admitted to ASP are set forth in Bulletin #365 published by the Michigan Department of Education. Briefly stated, the criteria for ASP admission are:

a. Age range: 6 to 14
b. Normal intelligence
c. Academic retardation
d. Behavior that is acting out and/or withdrawn

Students not included are those whose problem is primarily:

a. Mentally handicapped
b. Severe physical handicaps
c. A problem which requires residential treatment
d. Inability to adjust to any school program

Prior to children being placed in ASP, the following diagnostic procedures are required:

1. ASP teacher compiles educational evaluation (testing, observation, school records)
2. School Social Worker coordinates with parents and compiles psycho-social developmental history
3. School Psychologist administers battery of appropriate tests
4. Psychiatrist evaluates child to help determine eligibility

After data has been collected, an educational planning committee consisting of the above personnel plus the receiving principal, Director of Special Education, and possibly an agency representative, review the material and prescribe the most appropriate educational program for the child.

It is important to emphasize that the philosophy and methods utilized throughout this program are educational in orientation and are not designed to directly treat or "cure" emotional disturbance in the traditional "medical model." The ASP philosophy is based on the assumption that problem behavior occurring in an educational environment can be modified by providing an appropriate educational program designed to meet the needs of each child.

During the period while children in this follow-up were in the ASP, there existed little standardization of methods or materials in the program. The majority (over 90%) of the teachers were trained in one of three training universities. Every teacher hired for the ASP must be certified to teach emotionally disturbed children by the Michigan State Department of Education.

A portion of the teachers' training (student teaching, practice teaching, etc.) included an eight week clinical practicum in any one of a dozen or so psychiatrically oriented institutions. Hence, the teaching techniques used in the ASP varied dependent upon the university training and the treatment orientation in the clinical practicum settings experienced by each teacher. Each classroom program was, of course, also directly influenced by individual teacher personalities as well as other factors unique to individual classrooms (characteristics of students, local district personnel, etc.)

Despite the lack of uniformity of technique and materials among the classrooms, there were certain factors that tended to be present throughout the majority of classrooms. The authors feel that the following points summarize the general methods and/or materials that were predominant in the ASP during the period that follow-up subjects were enrolled:

1. Pupil-teacher ratio of about 7-1
2. A shortened school day (5 hours instead of 6)
3. Use of regular classroom curriculum materials (little or no use of programmed instruction)
4. Availability of ancillary personnel (school psychologists, school social workers) was greater than for children in regular classrooms

5. In general, classrooms were not highly structured and there was a high tolerance for acting out behavior
6. There was less emphasis on academic performance than in the regular classroom (competition was minimized and students were allowed to work at their own rate - arts and crafts were emphasized)
7. More parent-teacher-child interaction than in the regular classroom
8. Development of student-teacher "relationship" was emphasized as being helpful or therapeutic for the child
9. In general, due to practicum experiences in medically-oriented institutions, the teachers' frame of reference for understanding and handling behavior was usually psychoanalytic (medical model)
10. Medication was prescribed for a higher proportion of children in the ASP than in the regular classroom
11. Teachers in the ASP were generally younger and less experienced than teachers in the regular program (see Appendix A for a table showing the teacher attrition rate in the ASP)

Those who have been involved in the Oakland Schools ASP feel strongly that the program is essential if we are to provide each child with educational opportunities our society deems to be a child's birthright. However, the cost per child of the ASP is substantial. A conservative estimate of direct and indirect costs would exceed $1,500 per pupil above costs for pupils enrolled in regular classrooms.

With such a tremendous public investment in operating costs, the paucity of information available on the long-term adjustment of pupils who have been in the ASP is a serious lack in the program. It is disheartening to note the lack of evidence to substantiate the extensive screening procedures and the program operations accepted as desirable for such programs. This study is designed to supply needed information on the long-term adjustment of children enrolled in classes for the emotionally disturbed and to investigate the relationship of various screening criteria to eventual adjustment. The study should also aid in developing methodology that could be applied to controlled evaluative studies of the effectiveness of various program methods.

Public school special classes for emotionally disturbed youngsters have increased dramatically in number over the past decade. Cutler, Morse, and Fink (1964) conducted a national survey outlining the origin and operation of such programs, the characteristics of the pupils, and classroom conditions and operations. Their survey provides a valuable source of information about such programs, but simultaneously dramatizes a need for additional and more detailed study of such programs. Cutler, Morse, and Fink point out that most of the programs do not make provision for study or evaluation of their operations. Their survey does not report any data of a follow-up nature that describes the adjustment of pupils following enrollment in a classroom for the emotionally disturbed.

A search of the literature failed to reveal any long-term follow-up studies on children who were enrolled in public school classes for the emotionally disturbed. Since large amounts of money and professional time are being invested in such programs, it is incumbent upon professional workers in this field to devote more time and energy to research that can lead to improvements in the programs. Without research such programs will tend to perpetuate themselves on the basis of established procedures with little regard for whether established procedures are the most useful. Research could eventually lead to refinements in screening procedures, improvements in curriculum methods, and beneficial changes in program operations. Eventually we must face the question of whether programs for the emotionally disturbed produce benefits for children that justify the professional time and public money invested in such programs. At this point in time, it is debatable whether these programs have beneficial effects which overshadow the possible deleterious effects of being labeled "emotionally disturbed." While this study does not purport to provide direct evaluative evidence, it is a first step in facing some of these basic issues.

Most of the literature concerned with public school programs for the emotionally disturbed takes the form of general reviews, descriptions of desirable operations, proposed screening criteria, or classroom philosophy and methodology. Examples of this literature are articles by Bower (1963); Engel (1964); Long, Morse, and Newman (1965); Kanner (1962); Knobloch (1963); Rhodes (1963); Scheuer (1966); and Trippe (1965). There are many other such articles which present useful expert analysis and often report some research as supportive evidence related to the author's topic of discussion. However, most such articles are based on general subjective observations and do not present data reporting what eventual long-term adjustments occur for children who have been exposed to programs for the emotionally disturbed.

Studies that have presented follow-up information have been limited to follow-ups of two years or less and have presented data on relatively small numbers of children. The California State Department of Education (1961) reported on a follow-up study of 52 children identified as emotionally disturbed and enrolled in special classes. They were able to utilize a control group and made comparisons between experimentals and controls after one - and two-year intervals. They found that experimentals showed greater improvement on variables such as IQ, achievement, teacher ratings, and peer ratings. Most of these differences were not significant at the .05 level, but ranged from .30 to .10 in the level of significance attained.

Haring and Phillips (1962) compared the effectiveness of three types of classroom settings for emotionally disturbed children. They had a total sample of 45 children, 15 in each group. Comparisons were made among the groups following a six-month interval. It was concluded that the experimental program (labeled "structured") resulted in greater improvement in four general areas: (a) more constructive and tractable in the classroom and the home, (b) eagerness to learn and accomplish academic tasks, (c) significantly higher in school progress as a whole, and (d) able to complete assigned chores in the home.

Rubin, Simson, and Betwee (1966) report a controlled study comparing the effects of special class placement to the effect of remaining in the regular classroom for 56 pupils identified as emotionally disturbed. Matched groups were compared on pre and post measures with the interval of special class exposure ranging from three months to three years. A smaller group of 18 experimentals and 17 controls was followed up for one or two semesters in the regular classroom. Rubin, Simson, and Betwee summarize their report as follows: "In general, the findings suggest limited improvement restricted primarily to classroom adjustment and reduction of symptomatic behavior."

There are other studies which evaluate the effectiveness of special programs for the emotionally disturbed that are similar in design to the studies cited above. No attempt was made to review all these studies, which are being reported more frequently as the need to evaluate the effectiveness of special programs becomes more apparent. No report of a long term descriptive follow-up study similar to the one reported here was found in the literature.

The four major objectives of this study were to:

1. Provide follow-up information on the academic and social adjustment of children who have been enrolled in a public school program for emotionally disturbed children.
2. Investigate whether variables that can be measured prior to a child's entrance into the program are related to criteria of successful later adjustment.
3. Gather data that will enable a description of salient characteristics of children served in the program.
4. Gather data that will enable a description of some functional characteristics of the program in operation.

METHOD

The basic data of this study consists of follow-up information from questionnaires (see Appendix B) for 183 students who were enrolled in the ASP since the program began (Fall, 1959) through Spring, 1965. The 183 students for whom at least partially complete data is reported represent a large majority (94 percent) of the 195 students who were in the ASP between 1959 and 1965.

An original list of 242 students from the Oakland Schools Intermediate School District files provided the names of all children who had been screened for entry in ASP during its first 7 years. This list included some children who had never entered the program, although all of them had been considered for the ASP. Table I shows the categories into which the 242 students were grouped. Subjects from groups 1 and 2 are those who actually entered the ASP and subjects from group 1 comprised the group for whom at least some data was reported. All questionnaire data was obtained between April and June, 1968.

TABLE I

Groupings Obtained From the Total Sample

Group	N
1. Enrolled in ASP and some follow-up data obtained	183
2. Enrolled in ASP but no follow-up information available	12
3. Screened and eligible for ASP but never entered ASP	8
4. Screened for ASP but not considered eligible	39
5. Total	242

A pilot study on 20 randomly selected subjects provided a means of trying out a preliminary questionnaire and developing appropriate procedures for gathering data. It became apparent that adequate information was not available for the subjects in either central Oakland Schools or local district files. It was often necessary to visit several sources to obtain background data and current information.

Based on experiences in the pilot study seven research assistants were trained over a two-week period by the principal investigators. The research assistants all had professional degrees and experience in the fields of education or social work.

The following strategy was used to obtain reliably completed questionnaires in an efficient manner. An initial list of every subject was prepared by a trained secretary familiar with Oakland School's files on the ASP. This secretary was responsible for recording the name, birthdate, current educational placement, and last available address for each subject.

The interviewers began the completion of each questionnaire by recording data from Oakland School's files. The next step was a trip to the local district where the subjects' cumulative file was often available. Persons having had contact with the child or his family (principals, teachers, counselors, and other school personnel) were contacted in person, by phone, or by mail when necessary. The subjects themselves or their families were not directly interviewed except in instances where the subject had left school or school personnel did not feel they could supply accurate information.

Interviewers often confronted a paucity of data in the files of local school districts. This often made it necessary for interviewers to rely on their own ingenuity to locate sources of data. In some instances, data was simply not available and this resulted in reduction of available subjects and gaps in the data on some subjects included in the study. The discussion section will elaborate on problems of data collection and provide suggestions to overcome such problems in the future.

Analysis of the questionnaire data was planned to accommodate the four major objectives of the study. Data was gathered on as many subjects as possible to provide a meaningful description of the long-term social and academic adjustment of pupils who had been through a classroom for emotionally disturbed children. These data included academic gains made while in the program and during subsequent years, classroom adjustment following the program, the need for specialized (mental health) services following the program, the incidence of police involvement and school dropouts among program participants, occupational and economic status of program participants, and the proportion of program participants who attended college. These data are reported in the form of means, frequency distributions, and other descriptive methods appropriate to the variable being measured.

Another objective of the study was to determine whether variables that were measured prior to a child's entrance into the program are related to criteria established to define degrees of successful later adjustment. The following are the criteria of successful later adjustment selected by the authors because they were felt to be meaningful and available:

1. Gain scores in achievement: reading, arithmetic
   A comparison of months of gain in grade level rating in each achievement area to months elapsed while in the ASP to obtain a ratio of achievement gain to elapsed time

2. Presence or absence of a police record since leaving ASP

3. Presence or absence of intensive treatment since leaving ASP (institution, private treatment, etc.)

4. Grade entered upon leaving ASP and current grade--has normal progress been made?

5. Grades (marks) since leaving ASP

6. Behavioral comments from cumulative school records since leaving ASP. An objective system of recording frequency of favorable and unfavorable comments was employed (see Appendix C).

7. Current teacher ratings--Pupil Behavior Inventory (PBI, see Appendix D). A current teacher or counselor completed the PBI for the former ASP student. Teachers were not informed that the student had been through ASP, and the purpose of their completing the PBI was

not revealed. Of course, in many instances the teacher was aware of the student having been through the ASP since this information is in the cumulative file.

8. Graduated from high school or dropout?

9. Exclusion or suspension from school

10. School attendance record since leaving ASP

11. Evidence of extra-curricular activities, honors, awards, etc.

12. For those not in school:
    a. Occupational status (skill level, classification, income, etc.)
    b. Military service - record in service
    c. Economic status
    d. Living facilities
    e. Marital status
    f. Post high school educational experience

Hypotheses were derived to serve as a guide in developing the questionnaire. These hypotheses generally reflect which pieces of available data measured prior to a child's ASP entrance were felt to be potentially useful in predicting his degree of later successful or unsuccessful adjustment. In each instance where a hypothesis refers to "more successful later adjustment," this implies that the degree of successful later adjustment will be measured by some of the criteria previously stated. The last two hypotheses (10 and 11) are concerned with program operations and do not involve variables which can be measured prior to a child's entrance into ASP. The following hypotheses were formulated:

1. Current thinking in the mental health field assumes that treatment at an early age is more likely to be successful than treatment at a later age, thus supporting the use of a preventive type program. It was predicted that children who enter ASP at an earlier age will demonstrate more successful later adjustment.

2. It is generally felt by educators and mental health personnel that grade retention will have a detrimental effect upon later adjustment. It was predicted that children who have not been retained prior to ASP entrance will demonstrate more successful later adjustment.

3. It was predicted that children with higher intelligence will demonstrate more successful later adjustment.

4. It was predicted that children with less educational retardation (difference between reading grade level and actual grade level) will demonstrate more successful later adjustment.

5. It was predicted that children with no suggested degree of minimal brain dysfunction (not mentioned is psychological or psychiatric report) will demonstrate more successful later adjustment.

6. It was predicted that there would be differences in later adjustment between children whose behavior problems were categorized as acting out and children whose behavior problems were categorized as withdrawn.

7. It was predicted that children whose families are judged (social worker's and teacher's report) to be "stable and accepting" will demonstrate more successful later adjustment than children whose families are judged to be "unstable or rejecting".

8. It was predicted that children who lived with both natural parents at the time of ASP entrance will demonstrate more successful later adjustment.

9. It was predicted that children without a history of contacts with mental health personnel prior to ASP entrance will demonstrate more successful later adjustment.

10. Procedures in the ASP are such that children are screened out of the program and into the regular classroom as soon as an educational planning committee feels they can successfully re-enter the regular classroom. It is assumed that children screened out of ASP after a brief period either entered with less severe problems or overcame their problems more rapidly. Therefore, it was predicted that children screened out of ASP after briefer periods will demonstrate more successful later adjustment.

11. Children leave the ASP for various reasons (too old, emotional disturbance too severe, no progress after two years, etc.) other than the educational planning committee's decision that they are ready to re-enter the regular classroom. It was predicted that children who leave the ASP

because the educational planning committee feels they can successfully re-enter the regular classroom will demonstrate more successful later adjustment.

The 11 hypotheses stated previously yielded 11 factors on which to regroup the total sample. The groups formed for each factor were compared on applicable criteria. For discrete groupings, such as retained and not retained, the design is as follows:

	Retained	Not retained
Criterion 1 (e.g., Gain Scores)		
Criterion 2 (e.g., Police Record)		
Criterion 3 (e.g., Treatment after ASP)		
(all applicable criteria)		

Tests for significant differences on the criteria variables between the factor groupings were conducted using appropriate statistical techniques. All tests of significance were conducted at the .05 level. Where directional predictions were made, one tailed tests were employed.

Data gathered for a description of the children and operational characteristics of the program include the following: (a) average length of time a pupil stays in the program; (b) average age, IQ, grade placement, and achievement when pupils enter the program; (c) descriptive terms used in referral statements of children entering ASP; (d) reasons why children were terminated from the program; (e) placement or treatment occurring prior to, or after a child is in the program; (f) classroom sex composition; and (g) turnover rate of teachers in the program (Appendix A). These data are reported in the form of appropriate descriptive statistics.

RESULTS

The results of the study are reported in two sections: A) normative data for the total sample; B) comparisons among subgroups.

A. Normative data for the total sample

Table II shows data on those variables for which means and standard deviations were obtained (excepting scores on the Pupil Behavior Inventory).

TABLE II

Data for Total Sample - Means and Standard Deviations

Variable	N	Mean	Standard Deviation
1) Age at time of follow-up	183	16 yrs. 7.0 mos. (199.0 mos.)	3 yrs. 1.8 mos. (37.8 mos.)
2) Age entered ASP classroom	183	10 yrs. 10.1 mos. (130.1 mos.)	2 yrs. .7 mos. (24.7 mos.)
3) Academic months in ASP (Based on 10 month academic year)	183	16.7	9.1
4) I.Q. (Binet or Wechsler Full Scale)	174	96.9	13.5
5) Performance I.Q. (Wechsler)	152	100.1	14.4
6) Verbal I.Q. (Wechsler)	152	93.6	13.6
7) Length of "treatment" for Ss receiving "treatment" following ASP	30	15.6 mos.	12.2 mos.

Most of the data presented in Table II are self-explanatory. The following comments clarify the interpretation of several specific variables included in Table II.

Table II shows (variable 1) that the average age of the subjects at the time of the follow-up was 16 years, 7.0 months. Subjects ranged in age from 10 to 22 years at the time of follow-up. The distribution of ages was skewed since the ASP has grown rapidly and during its early years only a few classrooms were in operation. Thus the bulk of the children in this study were in the program during the years 1961-1965 and at the time of follow-up most of the subjects were 12-17 years old. During the years covered by this follow-up, the number of classrooms were as follows: 1959-60 - 4 classrooms; 1960-61 - 3 classrooms; 1961-62 - 10 classrooms; 1962-63 - 10 classrooms; 1963-64 - 13 classrooms; and 1964-65 - 13 classrooms.

Table II shows that the average I.Q. of the subjects was 96.9. The I.Q. range was from 71 to 138. The group average falls well within the normal range and it appears that the criterion of at least average intelligence established for the ASP was usually satisfied. The presence of a few subjects with measured I.Q.'s in the 70's can be attributed to professional judgment that for these youngsters the test I.Q. was not measuring potential functioning ability. As will be seen later, several subjects eventually were placed in rooms for the educable retarded, indicating that after a trial period some subjects of marginal I.Q. were reassigned.

The difference of 6.5 points between Verbal I.Q. (variable 6) and Performance I.Q. (variable 5) reported in Table II was tested for statistical significance. Performance I.Q. (mean = 100.1, S.D.= 14.4, N = 152) was significantly larger than the Verbal I.Q. (mean = 93.6, S.D. = 13.6, N = 152) among the ASP sample of Ss. The $\underline{t}$ value for this comparison was 4.05 ($t_{.05}$ for 302 d.f. = 1.96).

Variable 7 in Table II reports that mean length of treatment for 30 Ss receiving treatment after leaving the ASP was 15.6 months. This "treatment" was defined as the subject having regularly scheduled meetings with mental health personnel or placement in a mental health institution. It should be noted that the 30 reported as having some form of treatment is a conservative figure. No unusual efforts were made to determine if subjects were undergoing treatment, and the reported figure of 30 represents those Ss for whom school personnel had knowledge of treatment. An additional 19 subjects were reported to have had some form of treatment, but the length of the treatment was unknown.

Table III shows the means and standard deviations on the PBI for the 86 subjects out of the total sample for whom PBI data could be obtained.

TABLE III

PBI Data for the Total Sample

	A.S.P. Sample			NORM GROUPS[1] Jr. High Males		Spring Norms High School Males	
Variable	N	Mean	S.D.	Reg. Stud. Mean	Mal-Perf. Mean	Reg. Stud. Mean	Mal-Perf. Mean
Class Conduct	86	38.6	12.1	43.4	34.6	50.3	45.3
Academic Motivation	86	22.7	7.9	25.3	20.4	30.0	24.5
Socio-Emot. State	86	15.6	4.2	18.2	17.1	19.5	17.7
Teacher Dependence	86	7.0	2.1	8.0	7.5	8.6	8.1
Personal Behavior	86	22.9	5.8	25.4	22.5	27.8	26.1
Total	86	107.0	24.1	120.2	102.1	136.2	121.6

[1] from PBI manual (Vinter, Sarri, Vorwaller and Schaefer, 1966)

Table III also shows means and standard deviations on the PBI as reported for norm groups in the PBI manual (Vinter, Sarri, Vorwaller and Schaefer, 1966). On the PBI, high scores are in the direction of behavior that is generally viewed as positive or desirable (see Appendix D). The PBI norm groups include a random sample of students at the junior high and high school level, designated here as regular students. The PBI sample designated as malperformers included underachieving and misbehaving students.

Since the total sample in this study included Ss at both the junior high and high school level as well as a small number still in elementary school, the data presented in Table III can only be used to make rough comparisons between Ss who have been through the ASP and the norm groups. The total score figures show that the Ss in this study are rated as showing more undesirable behavior than every group except malperforming junior high boys. Scores on the individual dimensions show that the ASP sample's lowest (most undesirable) relative ratings (compared to malperforming junior high males) occurred on Socio-Emotional State and Teacher Dependence. One interpretation of this result is that general conduct and academic behavior in the ASP sample compares favorably to a general group of malperforming junior high boys, but interpersonal relations (with both pupils and teachers) are poor among the ASP sample.

Table IV reports data for the total sample that was obtained in the form of frequencies among questionnaire categories. For presentation in Table IV frequency counts were converted to percentages. Since many types of information are reported in Table IV, it was necessary to split the table into 20 sections and label each separately. The labels are self-explanatory, but Appendix C contains more detailed information regarding how sections involving subjective categories were scored.

TABLE IV

Data for Total Sample - Percentages in Questionnaire Categories

1) Grade subject left when he entered ASP (N = 183) - percentages

Unknown	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10-12
1	3	11	17	25	15	15	9	3	1	0

2) Categories of descriptive terms included in referral statements (N = 183) (See Appendix C) - percentages

	Included	Not Included	No Information
Acting Out	65	31	4
Hostility	45	51	4
Immaturity	21	75	4
Poor Self-Concept	13	83	4
Poor Social Adjustment	28	67	4
Hyperactive	32	63	4
Academic Problems	58	38	4
Anxiety	17	78	4

3) General category inferred from referral statement (N = 183) (See Appendix C) - percentages

Acting Out	Withdrawn	Can't Classify	No Information
72	9	14	4

4) Placements upon discharge from ASP room (N = 183) - percentages

Regular classroom (no definite statement why left ASP)	37
Regular classroom (left ASP despite minimal or no change)	15
Regular classroom (felt could leave ASP due to positive change)	20
Residential mental health institution	6
Mentally retarded program	4
Boarding or private educational school	4
Legal-court appointed school placement	3
Day school (mental health orientation)	2
Other or no information	4
Moved	6

5) Definite indication of organicity in psychological or psychiatric report (N = 183) - percentages

Indicated	Not Indicated	No Information
17	77	6

6) Presence of some form of mental health treatment (regularly scheduled meetings with mental health personnel or placement in a mental health institution) after subject left ASP (N = 183) - percentages

Indicated	Not Indicated	No Information
27	50	22

7) Follow-up support provided by public school (provision for special meetings with ancillary personnel or counselors) after subject left ASP (N = 183) - percentages

Indicated	Not Indicated	Unknown	Not applicable due to nature of post ASP place.
21	56	16	7

8) Police record following ASP (N = 183) - percentages

Yes - Felony	Yes-Misdemeanor	Not Indicated	No Information
7	14	56	23

9) School awards or honors (varsity letter, student government, scholarship or other such award) (N = 183) - percentages

Indicated	Not Indicated	Unknown
8	72	21

10) Current school status - percentages

	N	Dropout	High School Graduate	In School	Unknown
Total Sample	183	25	4	57	14
Ss over 16 years old	104	43	8	25	24

11) Grade level at which dropout occurred (N = 46) - percentages

7th	8th	9th	10th	11th	12th	Unknown
9	15	22	30	13	7	4

12) Subject suspended or excluded after ASP (N = 183) - percentages

Indicated	Not Indicated	Unknown
27	49	24

13) Rating of family stability (N = 183) (See Appendix C) - percentages

Stable	Average	Unstable	Unknown
16	22	46	15

14) Where subjects lived at time of ASP entrance (N = 183) - percentages

both natural parents	72
one natural parent (divorced or separated)	9
with two parents - one is step-parent	8
adopted	5
relatives	2
foster parents	2
unknown	3

15) Judgment of degree of parent cooperation with school personnel (N = 183) (See Appendix C) - percentages

Cooperative	Neutral	Not Cooperative	Unknown
47	19	25	10

16) Mental health treatment prior to ASP entrance confirmed by school records (N = 183) (See Appendix C) - percentages

psychiatric residential placement	3
non-psychiatric residential placement	2
outpatient or private treatment	10
school social worker (See Appendix C)	13
two of the above treatments	3
three or more of the above treatments	1
no extended treatment indicated	55
unknown	14

17) Grade retention prior to ASP (N = 183) - percentages

Retained	Not Retained	Unknown
42	41	17

18) Grade retention after ASP (N = 183) - percentages

Retained	Not Retained	Unknown
14	55	31

19) Grade retention while in ASP (placement after ASP at grade level below that expected on basis of grade at ASP entrance and time spent in ASP) (N = 183) - percentages

Retained	Not Retained	Unknown
17	54	28

20) Teacher's behavior comments - ratio of negative to positive comments (N = 183) (See Appendix C) - percentages

	All Neg.	80% or more neg.	55-79% Neg.	40-54% Neg.	Less than 40% neg.	Unknown
Prior to ASP	31	9	7	2	1	51
While in ASP	18	4	7	8	8	57
After ASP	20	2	3	6	8	63

21) Post ASP attendance record - average number of full days absent per year in post ASP years (N = 183) - percentages

0-3	4-6	7-9	10-12	13-15	16-18	19-21	22 or more	Unknown
9	8	8	4	2	4	2	12	52

22) Achievement prior to ASP entrance (difference between grade level placement and achievement test grade level scores closest to ASP entrance) (N = 183) - percentages

		Years below grade level placement						
	Ach. above grade level	.1-.4	.5-.8	.9-1.2	1.3-1.6	1.7-2.0	2.1 or more	Unknown
Reading Ach.	17	6	9	11	10	5	12	28
Arithmetic Ach.	19	13	13	9	4	5	7	31

23) Grade point average (4.0 = A, 3.0 = B, etc.) in academic subjects after ASP exit (average for post ASP semesters) N = 183) - percentages

	3.0 or Above	2.5-2.9	2.0-2.4	1.5-1.9	1.0-1.4	.5-.9	.0-.4	Unknown
Reading	4	3	9	2	5	1	3	74
Arithmetic	4	2	7	7	20	10	11	39
Social Studies	3	3	10	6	19	9	9	40
Science	3	2	10	6	19	8	10	43
Language	4	1	10	8	22	7	9	40

24) Achievement gains while in ASP (Test grade level scores nearest ASP exit minus test grade level scores nearest ASP entrance divided by number of academic years intervening between the tests) (N = 183) - percentages

	Ratio of test gain to years elapsed					
	over 1.2	.91- 1.20	.61- .90	.31- .60	.3 or less	Unknown
Reading Achievement	10	8	8	14	17	41
Arithmetic Achievement	10	7	14	10	14	44

The high percentage recorded as "unknown" for some variables in Table IV resulted from several factors including: 1) missing or incomplete records; 2) ambiguous statements in records that could not be categorized accurately; 3) variables that applied to only a portion of the sample (ex. - a grade in reading usually doesn't appear after the 6th grade, so Ss who left ASP for grades past the 6th had no post ASP reading G.P.A.); 4) a lack of uniformity in the data collected and recorded among various local ASP programs.

Data was collected on some variables but not reported in Table IV because the number of Ss for whom data was collected was so small. These variables were generally applicable to Ss no longer in school. There are two major reasons why this type of data was gathered on such small numbers of Ss: 1) Most of the sample was still of school age (mean age of Ss at the time of the follow-up was 16 years and 7 months) and, therefore, this post school data was applicable only to limited numbers of Ss; 2) School records and school personnel were the major information sources in the study. It was difficult to trace Ss who had been out of school for any length of time in order to obtain post high school information.

Results obtained on these variables were as follows: 1) Occupational Information - This did not apply to 57% of the sample (still in school) and was not obtained for another 25% (limitations of time and money made it impossible to locate most Ss who had left school). Among the 36 Ss for whom this information was available, 4 were in college, 16 were in the armed services, 2 were unskilled laborers, 4 were semi-skilled, 1 was a skilled laborer, 6 were in part-time marginal jobs and 3 were unemployed. Undoubtedly, this small sample is biased in a favorable direction since the more successful Ss were most likely to be known to school personnel after graduation and, therefore, could be located; 2) Income Information - This either did not apply (Ss in school), was not applicable (armed service income was not considered), or was unknown for most of the sample. Income for the few Ss located who had full time jobs ranged from six to nine thousand dollars a year; 3) Living Location - Only a small percentage of Ss were residing outside their parents' home. As previously mentioned, 9% were in the service. The only other sizeable percentage was residing in mental institutions (4%). The current living location was unknown for 30% of the Ss; 4) Marital Status - Single persons composed 68% of the sample, 5% were known to be married, and the marital status of 26% was unknown.

B. Comparisons among sub-groups

The following material presents comparisons of sub-groups on criteria (referred to as evaluation variables) felt to reflect degrees of successful adjustment. The sub-groups used in each comparison were formed on the basis of hypotheses that were previously stated (page 11).

All the evaluation variables are not used in every comparison since some evaluation variables are not applicable to certain sub-groups. For example, sub-groups formed on the basis of age of entrance into ASP are not compared on the evaluation variable of dropout rate since many Ss who entered ASP at younger ages have not reached the legal age required to drop out of school. The authors used their judgment to select evaluation variables that were appropriate and meaningful for each hypothesis.

In selecting the evaluation variables used to test the hypotheses the following guidelines were used: 1) were data on the evaluation variables available for enough Ss to make meaningful comparisons (e.g., post high school data was not available on enough Ss to enable meaningful comparisons); 2) was the evaluation variable equally applicable to all sub-groups formed by the hypothesis (e.g., dropout rate would not be compared for differing age groups).

The comparisons below follow the order of the hypotheses stated earlier (page 11).

Hypothesis 1: It was predicted that children who enter ASP at an earlier age would demonstrate more successful later adjustment.

> In order to test this hypothesis, the sample of Ss was formed into three groups based on age at ASP entrance: 1) less than 9 years 10 months; 2) from 9 years 11 months to 11 years 10 months); 3) over 11 years 10 months. The following results were obtained when these groups were compared on the evaluation criteria.

A. Evaluation variables showing statistically significant differences among the groups.

The group of Ss who entered the ASP at the youngest age had a significantly higher proportion of Ss (21 out of 46) who have received some form of mental health treatment since leaving ASP than did the group of Ss who entered ASP at the oldest age (9 out of 39). Chi square for this comparison was 4.86 (d.f. = 1).

The youngest entrance age group achieved significantly better grades following ASP than did the oldest entrance age group in the subject areas of Arithmetic (X^2 = 6.12, d.f. = 2), Social Studies (X^2 = 10.51, d.f. = 2), and Science (X^2 = 7.62, d.f. = 2). The youngest entrance age group also achieved significantly better grades than the middle entrance age group in the area of Science (X^2 = 8.33, d.f. = 2). Table V shows the frequency groupings on which the above significant differences were obtained.

TABLE V

Post ASP Grade Point Averages in Arithmetic, Social Studies and Science for Ss of Different Age Upon ASP Entrance

		Number Obtaining Grade Point Average		
Subject Area	Age Entered ASP	2.0 and above	1.0-1.9	0 to .9
	Youngest	7	16	5
Arithmetic	Middle	12	22	19
	Oldest	5	11	15
	Youngest	11	13	3
Social Studies	Middle	14	23	16
	Oldest	5	10	15
	Youngest	12	11	4
Science	Middle	8	28	16
	Oldest	5	7	12

The youngest entrance age group had a significantly better post ASP attendance record than the oldest entrance age group ($X^2 = 9.70$, d.f. = 2). Table VI shows the attendance data.

TABLE VI

Average Days Absent Per Year During Post ASP Years For Youngest and Oldest Entrance Age Ss

Age Entered ASP	Number of Ss in Absent Categories		
	0-6 days	7-21 days	22 or more
Youngest	14	7	4
Oldest	3	12	8

Comparisons among the three age of entrance groups on PBI teacher ratings yielded the following statistically significant differences: on Academic Motivation the middle entrance age group (mean = 24.74, S.D. = 8.73, N = 37) was rated higher than the oldest entrance age group (mean = 18.25, S.D. = 6.53, N = 16), on Socio-Emotional State the middle entrance age group (mean = 17.42, S.D. = 4.32, N = 37), was rated higher than both the youngest entrance age group (mean = 14.64, S.D. = 5.15, N = 33), and the oldest entrance age group (mean = 14.19, S.D. = 4.66, N = 16), on Personal Behavior both the youngest entrance age group (mean = 24.27, S.D. = 6.72, N = 33) and the middle entrance age group (mean = 23.40, S.D. = 6.20, N = 37) were rated higher than the oldest entrance age group (mean = 19.31, S.D. = 7.12, N = 16), on Total Score the middle entrance age group (mean = 114.79, S.D. = 26.81, N = 37) was rated higher than the oldest entrance age group (mean = 93.06, S.D. = 26.15, N = 16).

When three groups were present (as above) the analysis of PBI scores throughout the study was conducted by use of one way analysis of variance with the Scheffe test (Hays, 1963) being applied to individual pairs of means when the overall F test was significant. All tests of statistical significance were conducted at the .05 level. When three groups were present and the Scheffe test employed, all significant differences are for two-tailed tests. Where two groups were present and a directional prediction was made, the t value for a one-tailed test was used to determine statistical significance.

B. Evaluation variables showing no statistically significant differences among the groups and evaluation variables not applicable to the groups.

The following evaluation variables were not significantly different among the groups: gain scores in reading and arithmetic while in ASP, post ASP police record, post ASP grade retention, post ASP grade point average in language, post ASP behavior comments, post ASP PBI ratings in Classroom Conduct and Teacher Dependence, and post ASP number of awards and honors received. No comparison were made of post ASP dropout or suspension rate in testing hypothesis number 1 since these variables are strongly related to age and would have yielded biased results.

Hypothesis 2: It was predicted that children who have not been retained prior to ASP entrance would demonstrate more successful later adjustment.

A. Evaluation variables showing statistically significant differences between the groups.

The Ss who were not retained had significantly better grades following ASP in Social Studies than did the Ss who were retained ($X^2 = 6.44$, 1 d.f.). Table VII shows the data for Social Studies grades.

TABLE VII

Post ASP Grade Point Average in Social Studies
for Ss Retained and Ss Not Retained

	Number Obtaining Grade Point Average	
	2.0 and above	below 2.0
Retained	8	39
Not Retained	22	33

Ss who were not retained had a smaller proportion of post ASP dropouts (13 out of 69) than Ss who were retained (26 out of 66). Chi square for this comparison was 6.93 (d.f. = 1).

Ss who were not retained had a smaller proportion of post ASP suspensions or exclusions (18 out of 69) than Ss who were retained (26 out of 55). Chi square for this comparison was 6.00 (d.f. = 1).

B. Evaluation variables showing no statistically significant differences between the groups.

These groups were compared on every evaluation variable and no other significant differences were found.

Hypothesis 3: It was predicted that children with higher intelligence would demonstrate more successful later adjustment.

In order to test this hypothesis, the sample of Ss was formed into three groups: 1) I.Q. below 91; 2) I.Q. from 91 to 101; and 3) I.Q. above 101.

A. Evaluation variables showing statistically significant differences among the groups.

The highest I.Q. group made significantly greater gains in arithmetic while in the ASP than the lowest I.Q. group ($X^2 = 8.99$, 3 d.f.). Table VIII shows the data on arithmetic gains for these two groups.

TABLE VIII

Gains in Arithmetic for Ss of Different I.Q.

I.Q. Level	Number Ss with Ratio of Achievement Gain/Months Elapsed			
	over 1.2	.61 to 1.2	.31 to .60	.3 or less
below 91	2	16	3	11
over 101	7	8	6	4

The middle I.Q. group had a higher proportion of negative post ASP behavior comments than both the low I.Q. group ($X^2 = 6.23$, d.f. = 2), and the high I.Q. group ($X^2 = 6.33$, d.f. = 2). Table IX shows the distribution of negative behavior comments among the three groups.

TABLE IX

Proportions of Post ASP Negative Behavior Comments
Received by Ss from Three I.Q. Groups

I.Q. Level	Proportion of Negative Comments Received		
	All negative	40% to 80% Neg.	Less than 40% neg.
below 91	9	5	8
91 to 101	21	5	3
over 101	6	8	3

The high I.Q. group had a significantly better attendance record than the middle I.Q. group ($X^2 = 7.12$, d.f. = 2). Table X shows this data.

TABLE X

Average Days Absent Per Year for Ss of Different I.Q.

I.Q. Level	Number of Ss in Absent Category		
	0-6 days	7-21 days	22 or more
91 to 101	8	14	11
over 101	17	10	4

B. Evaluation variables showing no statistically significant differences among the groups.

These groups were compared on every evaluation variable and no other significant differences were found.

Hypothesis 4: It was predicted that children with less educational retardation upon ASP entrance would demonstrate more successful later adjustment.

In order to test this hypothesis, the sample of Ss was formed into 3 groups: 1) difference between actual grade level and reading grade level more than 1.2 years reading lag; 2) .5 to 1.2 years reading lag; 3) less than .5 years reading lag.

A. Evaluation variables showing statistically significant differences among the groups

The group with less than .5 year reading lag ($X^2 = 4.24$, d.f. = 1) and the group with .5 to 1.2 years reading lag ($X^2 = 4.18$, d.f. = 1) both had significantly smaller proportions of Ss who had a post ASP police record than the group with over 1.2 years reading lag. The proportions were: less than .5, 7 out of 35 with police record; .5 to 1.2, 6 out of 31 with police record; and more than 1.2, 15 out of 35 with police record.

The group with less than .5 year reading lag ($X^2 = 9.00$, d.f. = 1) and the group with .5 to 1.2 years reading lag ($X^2 = 4.56$, d.f. = 1) both had a significantly smaller proportion of Ss who were school dropouts. The proportions were: less than .5, 6 out of 38 were dropouts; .5 to 1.2, 8 out of 34 were dropouts; and more than 1.2, 19 out of 40 were dropouts.

The group with .5 to 1.2 years reading lag (mean = 26.33, S.D. = 10.58, N = 18) had a significantly higher PBI rating on Academic Motivation than the group with more than 1.2 years reading lag (mean = 19.32, S.D. = 8.16, N = 19).

B. Evaluation variables showing no statistically significant differences among the groups.

These groups were compared on every evaluation variable and no other significant differences were found.

Hypothesis 5: It was predicted that children with no suggested degree of minimal brain dysfunction would demonstrate more successful later adjustment.

A. Evaluation variables showing statistically significant differences between the groups.

These groups were compared on every evaluation variable and no significant differences were found.

Hypothesis 6: It was predicted that there would be differences in later adjustment between children whose behavior problems were categorized as acting out and children whose behavior problems were categorized as withdrawn.

A. Evaluation variables showing statistically significant differences between the groups.

The acting out Ss had a significantly higher proportion ($X^2 = 5.97$, d.f. = 1) with police records than did the withdrawn Ss. The proportions were 33 out of 101 with police records among the acting out and 0 out of 13 with police records among the withdrawn.

The acting out Ss had a significantly higher proportion (X^2 = 3.90, d.f. = 1) who were retained following ASP than did the withdrawn Ss. The proportions were 20 out of 89 retained among the acting out and 0 out of 14 retained among the withdrawn.

The acting out Ss had a significantly higher proportion (X^2 = 7.26, d.f. = 1) who were school dropouts than did the withdrawn Ss. The proportions were 38 out of 112 dropouts among the acting out and 0 out of 15 dropouts among the withdrawn.

The acting out Ss had a significantly higher proportion (X^2 = 9.66) who were suspended or excluded from school following the ASP than did the withdrawn Ss. The proportions were 43 out of 100 suspended or excluded among the acting out and 0 out of 14 suspended or excluded among the withdrawn.

The withdrawn Ss achieved significantly better grades following the ASP than the acting out Ss in the subject areas of Arithmetic (X^2 = 8.35, d.f. = 1), Science (X^2 = 8.84, d.f. = 1), and Language (X^2 = 14.50, d.f. = 1). Table XI shows the frequency groupings on which the above significant differences were obtained.

TABLE XI

Post ASP Grade Point Averages in Arithmetic,
Science and Language for Ss Categorized
as Acting Out or Withdrawn

Subject Area	Category	Number Obtaining Grade Point Average 2.0 and above	 below 2.0
Arithmetic	Acting out	16	65
	Withdrawn	7	5
Science	Acting out	11	60
	Withdrawn	6	5
Language	Acting out	10	62
	Withdrawn	7	4

The withdrawn group (mean = 48.25, S.D. = 16.82, N = 12) had a significantly higher PBI rating on Classroom Conduct than did the acting out group (mean = 36.98, S.D. = 12.47, N = 55). The t value for this comparison was 2.19 (t .05, 2-tail test for 65 d.f. = 2.00).

B. Evaluation variables showing no statistically significant differences between the groups and evaluation variables not applicable to the groups.

These groups could not be compared on post ASP behavior comments or post ASP attendance because this information was not available for enough withdrawn Ss to enable statistical analysis.

The groups were compared on every other evaluation variable and no other significant differences were found.

Hypothesis 7: It was predicted that children whose families were judged to be stable and accepting would demonstrate more successful later adjustment than children whose families were judged to be unstable or rejecting.

The sample of Ss was formed into 3 groups relevant to this hypothesis: 1) family judged stable and/or accepting; 2) family judged average; and 3) family judged unstable and/or rejecting.

A. Evaluation variables showing statistically significant differences among the groups.

The family unstable group had a significantly higher proportion of Ss with police records than both the family average ($X^2 = 13.82$, d.f. = 1) or the family stable ($X^2 = 5.12$, d.f. = 1) groups. The proportions were: family unstable, 26 out of 63 with a police record; family average, 2 out of 34 with a police record; and family stable, 5 out of 28 with a police record.

The family unstable group had a significantly higher proportion ($X^2 = 5.06$, d.f. = 1) of Ss who received mental health treatment following ASP than did the family average group. The proportions were: 29 out of 67 received treatment in the unstable group while 7 out of 34 received treatment in the family average group.

The family unstable group had a significantly higher proportion ($X^2 = 5.40$, d.f. = 1) of Ss who were school dropouts than did the family stable group. The proportions were: 24 out of 71 dropouts in the family unstable group and 3 out of 28 dropouts in the family stable group.

The family unstable group had a significantly higher proportion of Ss who were suspended or excluded from school than both the family average group ($X^2 = 9.30$, d.f. = 1) and the family stable group ($X^2 = 8.48$, d.f. = 1). The proportions were: 32 out of 62 suspended or excluded in the family unstable group, 7 out of 35 in the family average group and 5 out of 27 in the family stable group.

The family stable group had significantly more favorable post ASP teacher behavior comments than did the family unstable group

(X^2 = 5.43, d.f. = 1). The proportions were: 3 out of 12 Ss from the family stable group had all negative post ASP teacher behavior comments while 20 out of 31 Ss from the family unstable group had all negative comments.

The family average group (mean = 42.83, S.D. = 14.00, N = 24) had a significantly higher PBI rating on Classroom Conduct than the family unstable group (mean = 35.24, S.D. = 13.90, N = 34). The family average group (mean = 25.17, S.D. = 6.64, N = 24) also had a significantly higher PBI rating on Personal Behavior than the family unstable group (mean = 21.12, S.D. = 6.02, N = 34).

The family stable group (mean = 114.96, S.D. = 31.69, N = 22) had a significantly higher PBI Total rating than the family unstable group (mean = 99.97, S.D. = 27.39, N = 34).

B. Evaluation variables showing no statistically significant differences among the groups and evaluation variables not applicable to the groups.

These groups could not be compared on post ASP grade point average in reading because this information was not available for enough Ss to enable statistical analysis.

The groups were compared on every other evaluation variable and no other significant differences were found.

Hypothesis 8: It was predicted that children who lived with both natural parents at the time of ASP entrance would demonstrate more successful later adjustment.

A. Evaluation variables showing statistically significant differences between the groups.

Ss who lived in settings other than with their natural parents (includes those living with one parent, step-parents, adopted, relatives or foster parents) had a significantly higher proportion (18 out of 36) who received mental health treatment after ASP than Ss who lived with natural parents (31 out of 105). Chi square for this comparison was 4.96 (d.f. = 1).

Ss who lived with their natural parents (mean = 23.52, S.D. = 8.04, N = 68) had a significantly higher PBI rating on Academic Motivation than Ss who lived in other family situations (mean = 19.78, S.D. = 8.25, N = 18). The _t_ value for this comparison was 1.72 (t .05 one-tailed for 84 d.f. = 1.67).

B. Evaluation variables showing no statistically significant differences between the groups.

These groups were compared on every evaluation variable and no other significant differences were found.

Hypothesis 9: It was predicted that children without a history of contacts with mental health personnel prior to ASP entrance would demonstrate more successful later adjustment.

A. Evaluation variables showing statistically significant differences between the groups.

Ss who had contacts with mental health personnel prior to ASP entrance had a significantly higher proportion (17 out of 42) who had a police record than Ss without a history of such contacts (19 out of 84).

Ss who had contacts with mental health personnel prior to ASP entrance had a significantly higher proportion (25 out of 47) who received mental health treatment after ASP than Ss without a history of such contacts (21 out of 82).

B. Evaluation variables showing no statistically significant differences between the groups.

These groups were compared on every evaluation variable and no other significant differences were found.

Hypothesis 10: It was predicted that children screened out of ASP after briefer periods would demonstrate more successful later adjustment.

In order to test this hypothesis, the sample of Ss was formed into three groups based on length of stay in the ASP: 1) Ss who were in the ASP less than 13 months; 2) Ss who were in the ASP from 13 to 20 months; and 3) Ss who were in the ASP 21 months or more.

A. Evaluation variables showing statistically significant differences among the groups.

The group with the briefest period of stay in ASP made significantly greater gains in arithmetic achievement while in ASP than did the group with the longest period of stay in ASP ($X^2 = 12.19$, d.f. = 3). Table XII shows the frequency groupings on which the above significant difference was obtained.

TABLE XII

Arithmetic Achievement Gains While in ASP for
Ss Who Were in ASP for Different Lengths of Time

Length of Stay in ASP	Number of Ss With Ratio of Achievement Gain/Months Elapsed			
	over 1.2	.61 to 1.2	.31 to .60	.3 or less
less than 13 months	9	5	6	8
21 months or more	1	16	9	9

The group with the briefest period of stay in ASP had a significantly higher proportion (12 out of 38) of Ss who were retained following ASP than did the group with the longest period of stay in ASP (4 out of 39). Chi square for this comparison was 5.31 (d.f. = 1).

The group with the briefest period of stay in ASP had a significantly smaller proportion (4 out of 50) of Ss who received post ASP awards or honors than did the group with the longest period of stay in ASP (11 out of 49). Chi square for this comparison was 4.02 (d.f. = 1).

B. Evaluation variables showing no statistically significant differences between the groups.

These groups were compared on every evaluation variable and no other significant differences were found.

Hypothesis 11: It was predicted that children who leave the ASP because the educational planning committee feels they can successfully re-enter the regular classroom would demonstrate more successful later adjustment.

In order to test this hypothesis, three groups of Ss were formed: 1) those who re-entered the regular classroom and the educational planning committee felt they had made progress in the ASP (positive change group); 2) those who re-entered the regular classroom despite making minimal or no progress in ASP (no change group); 3) those who re-entered the regular classroom and no statement was available regarding their progress in ASP (no statement group).

A. Evaluation variables showing statistically significant differences among the groups.

The positive change group ($X^2 = 5.57$, d.f. = 1) and the no statement group ($X^2 = 5.09$, d.f. = 1) both demonstrated more gain in arithmetic achievement while in the ASP than the no change group. Table XIII shows the frequency groupings on which the above significant differences were obtained.

TABLE XIII

Arithmetic Achievement Gains While in ASP for Ss
Who Re-Entered the Regular Classroom and Were Categorized
Into Three Groups Based on Their Progress While in ASP

Category of Progress in ASP	Number of Ss with Ratio of Months Elapsed	Achievement Gain
	over .61	less than .61
positive change	16	7
no statement	24	13
no change	5	11

The no change group had a significantly higher proportion of Ss (11 out of 22) receiving mental health treatment following ASP than both the positive change (2 out of 30) and no statement (12 out of 52) groups. Chi squares for these comparisons were: no change and positive change, chi square = 12.7 (d.f. = 1), no change and no statement, chi square = 5.23 (d.f. = 1).

The no change group had a significantly higher proportion of Ss (15 out of 23) who were suspended or excluded after ASP than both the positive change (6 out of 30) and the no statement (19 out of 55) groups. Chi squares for these comparisons were: no change and positive change, chi square = 11.12 (d.f. = 1), no change and no statement, chi square = 6.20 (d.f. = 1).

The positive change group had significantly more favorable post ASP teacher behavior comments than did the no change group ($X^2 = 3.86$, d.f. = 1). The proportions were: 7 out of 17 Ss from the positive change group had all negative post ASP teacher behavior comments while 12 out of 16 Ss from the no change group had all negative comments.

The no statement group (mean = 16.41, S.D. = 3.76, N = 44) had a significantly higher PBI rating on Socio-Emotional State than the no change group (mean = 13.40, S.D. = 4.99, N = 15).

B. Evaluation variables showing no statistically significant differences among the groups.

These groups were compared on every evaluation variable and no other significant differences were found.

DISCUSSION

A major objective of this study was to investigate whether certain variables that can be measured prior to a child's entrance into ASP are related to criteria of successful later adjustment. The list of criteria of successful later adjustment (evaluation variables) on page 10 yielded 21 separate measurable outcomes that were obtained on enough Ss to enable statistical analysis. The figure 21 resulted from some types of evaluation variables having several separate sub-categories. The evaluation variable of post ASP grade point average, for example, included grades in five separate academic subjects.

The variables measured prior to a child's entrance into ASP, if highly related to our evaluation variables in the directions hypothesized, could have produced a maximum of 21 significant differences each. Most of the hypotheses were tested on all 21 evaluation variables, although for a few hypotheses a small number of evaluation variables were not considered applicable (these instances were discussed in the results section).

The hypothesis that children whose families are judged stable and accepting will demonstrate more successful later adjustment yielded significant differences in the predicted direction on 8 of the 21 evaluation variables. Children from unstable homes showed the following significant differences when compared with children from stable and/or average homes: higher proportion of Ss with police records, higher proportion of post ASP retention, higher proportion of school dropouts, higher proportion of school suspensions or exclusions, higher proportion of negative teacher behavior comments, and lower (less favorable) ratings on the PBI for Classroom Conduct, Personal Behavior and Total Score.

Family stability appears to be an important factor related to an ASP student's later adjustment, and this evidence could be used to support the opinion that public school programs can do little good when a child is constantly exposed to a poor home environment. Of course, we have no valid way of determining what the outcomes would have been for children from unstable homes if they had been exposed to different programs.

An implication of this finding is that when children from unstable homes are admitted to the ASP it might prove worthwhile to devote increased efforts toward improvement of the home environment. A controlled study in which half of a sample of children from unstable homes is extended services designed to improve the home environment would seem desirable.

The hypothesis that children who enter ASP at an earlier age will demonstrate more successful later adjustment yielded significant differences in the predicted direction on 7 of 19 evaluation variables (these groups were not compared on the evaluation variables of dropout or suspension and exclusion). On one of the evaluation variables there was a significant difference opposite to the direction hypothesized. This variable was post ASP mental health treatment where it was found that the Ss entering at the youngest age had a significantly higher proportion receiving such treatment than Ss entering at the oldest age. On another evaluation variable, PBI Socio-Emotional rating, the middle entrance age group received a higher rating than both the youngest and oldest entrance age groups.

The evaluation variables on which the oldest group was significantly different from the youngest and/or middle group in the predicted direction were: lower grade point averages in Arithmetic, Social Studies, and Science, a worse post-ASP attendance record, and lower ratings on the PBI for Academic Motivation, Personal Behavior and Total Score.

The results obtained when comparing children who entered ASP at different ages are difficult to interpret because these children were also different in age at the time of follow-up. Their mean ages at the time of follow-up were: youngest entrance age group 13 years 9.5 months, middle entrance age group 16 years 7.7 months, and oldest entrance age group 18 years 7.9 months. This means that evaluation variables such as grade point average and PBI ratings could have differed because these children were being evaluated at different stages in their school career. Despite this contamination of the results, the evidence suggests that in general children who enter ASP beyond the age of 12 do not perform as well in subsequent years as children who enter ASP at an earlier age.

The hypothesis that there would be a difference in later adjustment between children whose behavior problems were categorized as acting out and children whose behavior problems were categorized as withdrawn yielded significant differences on 8 of the 21 evaluation criteria. The differences, which all favored the withdrawn group as showing more successful later adjustment, showed that the withdrawn group had: a smaller post ASP retention rate, a smaller proportion of Ss with police records, a smaller dropout rate, a smaller rate of suspension or exclusion, a higher grade point average in Arithmetic, Science and Language, and a higher PBI rating on Classroom Conduct.

Children who enter the ASP manifesting behavior categorized as withdrawn show more successful later adjustment than children who enter the ASP with behavior categorized as acting out. It should be noted, however, that most of the evaluation criteria employed in this study were based on observable, manifest types of behavior. No attempt was made to evaluate the overall emotional status of each child. The evidence reported here suggests that withdrawn children are better able to accommodate themselves to the school environment in post ASP years. The relatively small number of ASP children categorized as withdrawn suggests that such children are often not viewed as serious problems by classroom teachers. The advisability of placing withdrawn children into classrooms of predominately acting out children is debatable. A controlled study comparing the effects of providing withdrawn children specialized services while remaining in the regular classroom with programs like the ASP would be helpful in determining the advisability of special placement for withdrawn children.

The hypothesis that children who leave the ASP because the educational planning committee feels they can successfully re-enter the regular classroom will demonstrate more successful later adjustment yielded significant differences in the predicted direction on 5 of the 21 evaluation variables. The evidence suggests that the planning committe's opinion on who has progressed in the ASP is related to the later adjustment of the pupils. Of course, the committee makes its judgment regarding progress only after a child has been in ASP and bases the judgment on such things as academic progress and behavioral improvement while in ASP. The evidence that children judged to have made progress do better in some areas of later adjustment serves to partially confirm the planning committee's opinion that these children were ready to return to the regular classroom.

The hypothesis regarding retention prior to ASP, I.Q., academic (reading) retardation upon ASP entrance, living with natural parents and having mental health contacts prior to ASP all yielded either two or three significant differences in the predicted direction. These hypotheses received partial support, but none of them appear to be of major value in predicting which children will show successful adjustment following ASP.

The hypothesis that children with no suggested degree of minimal brain dysfunction would demonstrate more successful later adjustment did not yield any significant differences either opposed to or in the predicted direction. It should be noted that children whose adjustment problems are diagnosed as being primarily related to minimal brain dysfunction are not assigned to the ASP. The evidence suggests that children for whom minimal brain dysfunction is diagnosed as existing along with a primary emotional problem do about the same in later adjustment as children with emotional problems who are not diagnosed as having minimal brain dysfunction.

The hypothesis that children screened out of ASP after briefer periods will demonstrate more successful later adjustment yielded one significant difference in the predicted direction and two significant differences opposed to the predicted direction. Our assumption that children screened out of ASP after a brief period either entered with less severe problems or overcame their problems more rapidly was to a large degree fallacious. The evidence shows that in reality children are screened out of ASP after a brief period for several other reasons, among which are: problems too severe for ASP (usually referred to mental health institution) entered at late age and screened out after brief period due to age, subject moved out of district, or after a period in ASP the child is reassigned to another special program (such as Type A programs for the mentally retarded).

The authors feel that programs for the emotionally disturbed are too often initiated and operated without any provision to evaluate their effectiveness. The following comments, based on observations and experiences encountered during this follow-up study, hopefully will enable others to plan evaluative studies more effectively.

During the period of gathering data for this study some logistical and operational problems were encountered. Difficulties were encountered gathering information because it could be stored in various departments within the school district. Even when sources of information were found, there was a startling lack of some material on individual children.

The authors are aware of the many design problems which confront much educational research, however, the authors had anticipated greater ease of gathering the raw data and finding more complete quantitative information. The rational for assuming ease of gathering was based on the relatively small number of youngsters and the large amount of individual attention they received in the form of extensive "diagnostic workup" and probably hours per child of screening, staffings, etc.

The reader will note in the frequency table (Table IV) that there is a significant percentage of subjects in the column "no information" or "unknown". This apparent lack of information which would have been used for professional decision making in educational planning committee meetings could be explained by one or a combination of the following:

1) A lack of uniform and standardized forms for recording data.

2) Data may have had little or no relevance to the decision process, therefore, not gathered.

3) Of the 12 subjects in Table I showing absolutely no information, it is possible these records were forwarded to another school system.

4) The research assistants may have missed finding some data since there was no uniform or consistent location of sources.

5) Report findings are sometimes given verbally and written copies not recorded.

To begin to remedy the lack of consistent and meaningful data, the authors have developed a series of forms (Appendix E) which are designed to provide a reliable source of data for evaluative studies. These forms are not exclusively for research purposes, but also serve to help specify and clarify discrete academic and behavioral problems. It is felt that the use of these four similar forms will serve as a device to observe and measure change among future children in the ASP.

Another area of concern to the authors that developed during this study was their inability to effectively use diagnostic material reported by psychiatrists and psychologists (excluding I.Q. scores and indications of minimal brain dysfunction). Since both these services are currently required by law it seemed plausible to seek useful prognostic indications in the reports prepared by psychologists and psychiatrists. On the follow-up questionnaire, the research assistants wrote down verbatim the diagnostic summary of the psychologist and/or the psychiatrist. These statements were then compiled (see Appendix F), but the authors were unable to categorize this material within the framework of this study. It is felt that before individual diagnostic reports can be evaluated as selection criteria some efforts must be made to introduce uniformity and consistency in terminology and diagnostic categories.

The authors have prepared a brief description of the ideal ASP candidate. This child, according to the research findings, would have a high probability of successful later adjustment.

Referral Data - John is a fourth grader whose C.A. is 9-3. He was referred by the regular classroom teacher who describes him as being very quiet and withdrawn in the classroom - a loner. She reports that his reading and arithmetic achievement are about four months below his expected grade level. His parents have been cooperative and interested in his school progress. She states that he is liked by the other students, but not considered a leader or sought as a playmate according to her sociogram.

The psychologist reported an I.Q. of 108 on the Wechsler Intelligence Scale for Children. The Bender indicated the presence of minimal brain dysfunction. The psychologist's summary was as follows. "He perceives the outside world as frightening and consequently has withdrawn. This could possibly lead to a depressed state."

The psychiatrist reported that John's withdrawn behavior was a symptom of his inability to compete with a strong and domineering father. The psychiatrist's summary was as follows: "Diagnostically, my impression is one of transient situational reaction with minimal brain dysfunction also present."

The social worker reports that John lives with both natural parents, who are stable and apparently "workable." She views the father as somewhat domineering, but this is compensated for by his understanding mother and healthy sibling relationships. He has had no mental health intervention prior to this date. Development milestones were achieved within normal limits. There were no unusual illnesses with the exception of a high fever due to measles at age 2.

Unfortunately, the authors must report that although they would predict successful later adjustment following ASP, the educational planning committee felt that John did not meet the criteria necessary for ASP entrance. Thus the ideal candidate for ASP, based on our research findings, is unlikely to ever enter ASP because he does not appear to need a special program!

The authors have tried to emphasize that a study such as this does not provide any direct evidence to evaluate whether a program is effective or not. Readers viewing the statistical evidence are likely to be favorably or unfavorably impressed depending on their personal frame of reference. The relatively high dropout rate, low achievement and other material might lead some to feel that the ASP has not been successful. It should be recalled, however, that we cannot predict what would have happened to the Ss if there had been no ASP placement. It is possible that many more of the Ss would have entered mental health institutions or manifested serious acting out behavior had they not been exposed to the ASP. Answers to questions on the relative value of programs such as the ASP await the results of controlled, large scale research studies.

While we are unable to pass judgment on the value of the ASP, we can say that the current evidence indicates that the long term adjustment of ASP pupils could be considerably improved in many areas. Despite the limitations of this study, we feel that the evidence does point to the following assertion. The assumption that a period of time (16.7 months average for Ss in this study) in a special classroom can adequately prepare an emotionally disturbed child for a typical subsequent school environment is not warranted. The authors feel that too little attention has been devoted to the task of modifying the school environment for ASP pupils who re-enter the regular classroom. It is felt that many of the ASP pupils will need a modified (not necessarily self-contained) program throughout their school career. Such a concept has been followed in programs for other disabilities, but emotional disturbance has continued to be viewed as something that can be treated, cured and forgotten. The evidence gathered here suggests that for many children poor adjustment to school is a chronic condition. A special program can improve their functioning in school, but upon return to a typical school environment their adjustment is poor.

REFERENCES

Bower, E.M. Primary prevention of mental and emotional disorders. *Amer. J. Orthopsychiat*., 1963, 33, 832-848.

California State Department of Education. The education of *emotionally handicapped children*. Sacramento, Calif., 1961.

Cutler, R.L., Morse, W.C., & Fink, A.A. *Public school classes for the emotionally handicapped*: *A research analysis*. Washington, D.C.: Council for Except. Children, a department of the National Education Association, 1964. 142 pp.

Engel, Mary. Public education and the emotionally disturbed child. *J. Child Psychol*., 1964, 3, 617-637.

Haring, N., & Phillips, E.L. *Educating emotionally disturbed children*. New York: McGraw-Hill, 1962.

Hays, W.L. *Statistics for psychologists*. Holt, Rinehart & Winston, 1963.

Kanner, L. Emotionally disturbed children: An historical review. *Child Development*., 1962, 33, 97-102.

Knobloch, P. Critical factors influencing educational programming for disturbed children. *Except. Child*, 1963, 30, 124-129.

Long, N.J., Morse, W.C., & Newman, Ruth G. *Conflict in the classroom*. Belmont, Calif.: Wadsworth, 1965.

Rhodes, W.C. Curriculum and disordered behavior. *Except. Child*, 1963, 30, 61-66.

Rubin, E.Z., Simson, C.B., & Betwee, M.C. *Emotionally handicapped children and the elementary school*. Detroit: Wayne State University Press, 1966.

Scheuer, A.L. Certification, teacher preparation, and special classes for emotionally disturbed and socially maladjusted: report by states. *Except. Child*, 1966, 33, 120-121.

Trippe, M.J. Current educational programs for emotionally disturbed children. In Castricone, N., & Gallieu, A. *Focus on maladjusted children.* University of Virginia, Council for Exceptional Children, Chapter 383, 1965.

Vintner, R.D., Sarri, R.C., Vorwaller, D.J., & Schafer, W.E. *Pupil Behavior Inventory*. Ann Arbor, Michigan: Campus Publishers, 1966.

APPENDIX A

ASP TEACHER ATTRITION RATE* IN THE CONSTITUENT DISTRICTS OF THE OAKLAND INTERMEDIATE SCHOOL DISTRICT

	School Districts								Percent Not Returning By Year
	A	B	C	D	E	F	G	H	
Sept. 1959 Sept. 1960			2 Starting Teachers 50% 1 Returning Teacher				2 50% 1		50%
Sept. 1960 Sept. 1961			2 50% 1				2 100% 0		75%
Sept. 1961 Sept. 1962	1 100% 0		1 0% 1		2 0% 2		2 50% 1	1 0% 1	39%
Sept. 1962 Sept. 1963	1 100% 0		2 100% 0		2 0% 2		3 67% 1	2 0% 2	50%
Sept. 1963 Sept. 1964	1 0% 1		2 50% 1		3 67% 1	1 0% 1	3 67% 1	2 50% 1	50%
Sept. 1964 Sept. 1965	2 100% 0		2 50% 1		2 50% 1	1 0% 1	3 100% 0	3 0% 3	56%
Sept. 1965 Sept. 1966	1 100% 0		2 0% 2		2 50% 1	1 0% 1	3 100% 0	3 67% 1	58%
Sept. 1966 Sept. 1967	1 100% 0		2 0% 2	2 0% 2	2 50% 1	1 100% 0	4 25% 3	3 0% 3	36%
Sept. 1967 Sept. 1968	1 0% 1	1 100% 0	3 0% 3	2 0% 2	1 0% 1	1 100% 0	3 0% 3	2 50% 1	21%

*The rate of attrition is expressed as a percentage of those not returning. For example: In District C, starting Sept. 1959, there were 2 teachers; starting Sept. 1960, one teacher did not return giving 50% attrition. Percentages have been rounded off to nearest whole.

APPENDIX B

ASP FOLLOW-UP STUDY QUESTIONNAIRE

1. Name________________________________ 2. Current Date______________
(Last) (First)

3. Sex________ 4. Address____

5. Phone Number_________ 6. Birthdate_____________ 6a. C.A.__________

7. District (sending)______________________________

8. District (attended ASP)__________________________

9. Grade Level left upon ASP entrance__________________________

10. Age (C.A.) upon ASP entrance________________________________

11. Date entered ASP______________ Referral Statement__________________

____

____

Date left ASP_______________ Why____________________________________

____

____

Total academic months in ASP________________________

12. IQ test results (individual test results)

Grade Date Test Scores (If Binet - total IQ)
(If WISC --Verb, Perfm., & Full IQ)

13. Psychiatrist or psychologist makes statement of possible organicity

No______ Yes (Statement)______________________________

____

A. General diagnostic category (remarks)________________

____

____

____

14. School History and Current Status (See sheet attached)

A. Behavior Rating Inventory to be filled out by current teacher.

15. Has student received any form of treatment since leaving?

a. Type______________________________________

b. Length____________________________________

c. Outcome___________________________________

____

16. Was there organized follow-up support after leaving ASP?

a. By Whom (position)__________________________

b. For how long________________________________

17. Is there a record of police involvement since ASP termination?

a. No______

b. If yes, for what reason_______________________

____

18. Did student receive any special awards, recognitions, honors, etc?

____

19. Was student a dropout? ____________

a. Grade at dropout ______________

b. Date of dropout _______________

c. Stated reason for dropout ______________________________

____

20. Was suspension or exclusion necessary after ASP?

a. Date ____________________________

b. Reason ____

____

21. Present occupation:

a. Title, or job description (in detail) _____________________

____

____

21. b. How long employed _____________________________________

c. Approximate income level _______________________________

22. Work History: Include any regular or part-time jobs

Year	Job Description	Length of Employment	Hours/Week	Pay

23. Military Status

a. None______

b. Branch_____________

c. Discharge status____

24. Economic Status - (Describe)

a. Self-supporting____

b. Partially self-supporting________________________________

c. Dependent____

25. Location Status

a. With parents____

b. Owns home - cost (approx.)_______________________________

c. Rents (describe)____

d. Other____

26. Marital Status

a. Single__________

b. Married_________

c. Divorced or separated (describe)__________________________

d. Children - number__________________

27. Judgment of Family Stability (include supporting comments)

a. Parents or parent stable and accepting of child_____________

____

b. Average____

____

27. c. Parents or parent unstable, rejecting, pathological, etc.

____

____

27a 1. Lived with both natural parents____________________

2. Lived with natural parent who was divorced or separated________

____

3. Lived with foster parents__________________________

4. Other (explain)__________________________________

27b 1. Parents cooperative with school personnel_________________

2. Neutral____

3. Parents not cooperative with school personnel_______________

____

28. History of special placement or treatment (psychological, psychiatric, etc.) prior to ASP - Describe

____

____

____

____

SCHOOL HISTORY AND CURRENT STATUS

Year	Days Abs.	Gr.	School	MARKS						Name of Test	ACHIEVEMENT TESTS			Samp. Sum. Beh. Comments
				Read.	Arit	Spell.	Soc. Stud.	Sci.	Lang.		Read.	Arit	Spell.	

APPENDIX C - Explanation of methods used in scoring various questionnaire information

1) Categories of descriptive terms included in referral statements

A checklist was developed to enable the authors to categorize statements found on the referral statement of each subject. The referral statement is the statement that is prepared by the classroom teacher who refers a child for possible placement in the ASP.

The checklist was prepared (see below) with eight major headings under which were placed specific words or phrases that appeared in the referral statements. Each subject's referral statement could conceivably have contained a word or phrase from all eight major headings. In scoring a subject's referral statement, it was only necessary to locate the major heading under which a descriptive term belonged. An informal checking procedure verified that the author's independent categorizations of the statements had a high degree of inter-rater agreement.

The major headings and the descriptive terms included in each heading were as follows:

Acting Out

hitting
fighting
spitting
slapping
pushing
disruptive
anti-social
misbehavior
bully
abusive
primitive
stealing
disobeys rules
clownish

Hostility

anger
angry
hostile
aggressive
sullen
negative
belligerent
swears
verbal abuse

Immaturity

(no specific words or phrases - only use of word immature or immaturity was recorded here)

Poor Self Concept

sensitive
easily hurt
shy
insecure
poor self concept

Poor Social Adjustment

no affect
no empathy
doesn't relate
withdrawal
no social interaction
poor social adjustment
unable to make friends
quiet
rejected by peers
scapegoat
inaccessable
day dreaming
fantasy

Hyperactive

fidgety
restless
short attention span
wanders
impulsive
perseverates
disturbing

Academic Problems

can't do schoolwork
underachievement
disinterested
inattentive
low motivation
doesn't try
bored
doesn't follow directions
doesn't apply himself
lazy

Anxiety

nervous
tense
bites nails
fearful
phobic

It is realized that this particular choice of major headings and the descriptive terms included in each represents only one of many possible ways to group this data. It is also recognized that teacher ratings are subjective and often incomplete. The intent of our efforts in categorizing the referral statements was to present a global picture of the types of problems regular classroom teachers report when they refer children to the ASP.

2) General category inferred from referral statement

The referral statements that were scored by the system described above were also used to classify the Ss into one of two major groups: acting out or withdrawn. The Ss classified as acting out were those who had referral statements that clearly indicated behavior that was disruptive to classmates or anti-social. Ss who were clearly described as being isolated or not involved in the classroom routine were classified as withdrawn. Referral statements were available for 96% of the Ss, but 14% of the Ss were not classified as acting out or withdrawn because their referral statements did not clearly indicate either alternative.

3) Rating of family stability and parent cooperation

Ratings of family stability and parent cooperation were done by the research assistants (all of whom were either teachers in special education or social workers). The ratings were based on records available in the Ss' folder and conversations with school personnel. The family stability rating was based on evidence relative to the quality of interaction among persons in the Ss' home while the rating on cooperation reflected the type of interaction typically observed between the parents and school personnel.

4) Mental health treatment prior to ASP entrance confirmed by school records

The percentage of Ss reported to have had "mental health treatment" by the school social worker (13%) is probably surprisingly low to most readers. There are several reasons for this low percentage. Records of school social worker contacts are often incomplete and/or were not contained in the subject's folder. Sketchy references to a child's having been seen by the school social worker were not recorded as indicating that "mental health treatment" had been received by the child. Most of the subjects had been in contact with school social workers prior to their ASP entrance, but the contacts were often of a brief diagnostic nature. The caseloads of school social workers are usually so large that extended treatment is provided to only a small percentage of children. A subject was considered to have received "mental health treatment" only if the records made definite reference to weekly contacts that extended over a period of at least two months.

5) Teacher's behavior comments, ratio of negative to positive comments

In gathering the data, the research assistants recorded teacher behavior comments for each year the child was in school. The authors then rated these comments as describing either negative or positive attributes. An informal check showed that inter-rater reliability for this judgment was very high. After the number of negative and positive comments for each year had been recorded, the comments were split into three periods; those received prior to ASP entrance, those received while the Ss were in the ASP, and those received after ASP exit. For each period the data was then summarized in the form of the percentage of negative comments among all comments scored as negative or positive.

Following are some examples of behavior comments and the ratings they received:

Rating	Comment
+	tries hard to do his work
-	frequently tears up his work
-	never stays in his seat
+	enjoys projects
-	does anything to gain attention
-	fights on playground
-	doesn't complete his work
-	doesn't pay attention
+	very cooperative
+	enjoys helping teacher with clean-up
+	likes to do Arithmetic

APPENDIX D - The Pupil Behavior Inventory

The PBI is a rating instrument to be completed by a classroom teacher or counselor knowledgable about a student's behavior in school. Five dimensions of behavior are rated by varying numbers of items for each dimension. The following descriptions of each dimension are adapted from the PBI manual (Vinter, Sarri, Vorwaller and Schaefer, 1966).

Dimension 1: Classroom Conduct - Twelve items constitute this dimension and they are centered on the general classroom behavior of a student. These items provide a measure of student adaptability for classroom management.

Dimension 2: Academic Motivation and Performance - There are nine items in this dimension which focus on the pupil's motivation toward and performance of academic tasks.

Dimension 3: Socio-Emotional State - Five items on this dimension are related to aspects of emotional and social well-being. The student's ability to form social relationships and the impact of these relationships on his personal disposition are assessed.

Dimension 4: Teacher Dependence - There are only two items in this dimension which provides a measure of the student's need for reassurance from the teacher. A low score on this dimension is indicative of withdrawn behavior on the pupil's part. This dimension score is somewhat ambiguous in that either a very low or very high score may be viewed as undesirable. On the other dimensions, only low scores are typically viewed as undesirable.

Dimension 5: Personal Behavior - The six items on this dimension indicate the pupil's conformity to standards of behavior which are valued and sanctioned by general cultural standards.

Total score on the PBI is the sum of scores on the five dimensions. It provides a global measure of a pupil's adjustment to the school environment.

Following is a copy of the actual PBI rating sheet that is filled out by a teacher or counselor. Each item of behavior is rated as occuring from very infrequently to very frequently and points are assigned from 1 to 5 corresponding to the degree of frequency with which each behavior occurs. The possible range of scores on each dimension are: Classroom Conduct 12-60; Academic Motivation and Performance 9-45; Socio-Emotional State 5-25; Teacher Dependence 2-10; and Personal Behavior 6-30. The possible range of total scores is from 34 to 170.

PUPIL BEHAVIOR INVENTORY

Pupil Name____________________ Teacher________________ Date__________

Please write in for each item the letter(s) of the rating chosen for this pupil (see alternatives in box). It is not necessary to spend a great deal of time in assessing the pupil. Please answer all items, even if you are uncertain or have little information. If you cannot answer an item, please write in "don't know."

ALTERNATIVE RATINGS

VF--Very Frequently
F--Frequently
S--Sometimes
I--Infrequently
VI--Very Infrequently

			Leave Blank
P	______	Shows initiative	2
N	______	Blames others for trouble	1
N	______	Resistant to teacher	1
P	______	Alert and interested in school work	2
N	______	Attempts to manipulate adults	1
N	______	Appears depressed	3
P	______	Learning retained well	2
N	______	Absences or truancies	5
N	______	Withdrawn and uncommunicative	3
P	______	Completes assignments	2
N	______	Influences others toward troublemaking	1
N	______	Inappropriate personal appearance	5
N	______	Seeks constant reassurance	4
P	______	Motivated toward academic performance	2
N	______	Impulsive	1
N	______	Lying or cheating	5
P	______	Positive concern for own education	2
N	______	Requires continuous supervision	1
N	______	Aggressive toward peers	1
N	______	Disobedient	1
N	______	Steals	5
P	______	Friendly and well-received by other pupils	3
N	______	Easily led into trouble	1
N	______	Resentful of criticism or discipline	1
N	______	Hesitant to try, or gives up easily	2
N	______	Uninterested in subject matter	2
N	______	Disrupts classroom procedures	1
N	______	Swears or uses obscene words	5
P	______	Appears generally happy	3
N	______	Poor personal hygiene	5
N	______	Possessive of teacher	4
N	______	Teases or provokes students	1
N	______	Isolated, few or no friends	3
P	______	Shows positive leadership	2

DIMENSION SCORE SUMMARY

1 Classroom Conduct ______
2 Academic Motivation ______
3 Socio-Emotional State ______
4 Teacher Dependence ______
5 Personal Behavior ______

APPENDIX E

The following four forms are Appendix E

ASP REFERRAL FORM

(To Be Completed By Referring Teacher And Returned To Principal)

Date:____________________

Name:____________________ Birthdate:__________ Grade:________ Sex: M F

Referring Teacher:____________________ Principal:____________________

School:____________________ Parents:____________________

Address:____________________ Phone:____________________

Complete the following items. Be as accurate and complete as possible.

Grades youngster received during the past four semesters or marking periods.

SUBJECTS	19__	19__	19__	19__
Reading				
Math				
Soc. Stud.				
Science				
English				
Spelling				
Other ________				

1. Standardized Achievement Test Scores:

Title	Date	Scores (Grade level, % tile, etc.)

2. Check in Column I those subjects in which this youngster is receiving special help; Check in Column II those subjects in which he needs to receive special help.

I	II		Grade received last marking period	Teacher's estimate of grade level (1st, 2nd, etc.)
		Reading . . .		
		Math.		
		Soc. Stud . .		
		Science . . .		
		English . . .		
		Spelling. . .		
		Other		

3. For each subject area rate the youngster on his motivation and progress during the current school year.

Motivation:

1. Always tries hard
2. Usually tries hard
3. Sometimes tries
4. Infrequently tries
5. Never tries

Motivation	SUBJECTS	Progress
	Reading	
	Math	
	Science	
	Soc. Stud.	
	English	
	Spelling	
	Other ________	

Progress:

1. Outstanding
2. Above average
3. Average
4. Slow
5. None

4. Intellectual evaluation or test results:

a. Group IQ test results:

Title	Date	Verbal IQ	Non-Verbal IQ	Full Scale IQ	Other scores reported

b. Individual IQ test results:

Title	Date	Verbal IQ	Non-Verbal IQ	Full Scale IQ

[illegible]. List the positive behaviors this youngster performs in the classroom as well as those things he enjoys doing or has an interest in which are socially acceptable.

1)

2)

3)

6a. List three specific behaviors this youngster does that are the biggest problems in your classroom.

1)

2)

3)

b. List specific classroom management techniques you have found helpful in handling this youngster.

c. List specific classroom materials you have used successfully with this youngster.

7. From the information you have about the parents, answer the following questions as accurately as you can:

a. Parents appear to be (Check one)

_____ very cooperative and willing to help
_____ somewhat cooperative and sort of willing to help
_____ somewhat uncooperative and not willing to help much
_____ very uncooperative and not willing to help at all

b. Parents appear to be

_____ very aware (recognize) of the severity of their youngster's problems
_____ somewhat aware of the severity of their youngster's problems
_____ somewhat unaware of the severity of their youngster's problems
_____ not very aware of the severity of their youngster's problems

c. _____ approximately how often in the past two months have you talked with one or both parents for at least five minutes about their child?

9. Fill out PBI which is attached to the back of this form.

BASELINE EVALUATION

(To Be Completed By ASP Teacher Approximately One
Month After Youngster Has Been In ASP)

Date:____________________

1. Name:________________________ Date of Entry Into ASP:________________

   Teacher:________________________ School:________________________

   School District:________________________

2. Teacher evaluation of youngster's academic performance:

	Estimated grade level (1st, 2nd, etc.)	Check subjects in which he is receiving special help	Check subjects in which he needs to receive special help
Reading			
Math			
Soc. Stud.			
Science			
English			
Spelling			
_______ (Other)			

Teacher's comments about this youngster's academic performance:

3. For each subject area rate this youngster on his motivation:

   1. Always tries hard
   2. Usually tries hard
   3. Sometimes tries hard
   4. Infrequently tries
   5. Never tries

Motivation	SUBJECTS
	Reading
	Math
	Soc. Stud.
	Science
	English
	Spelling
	_______Other

4. Results of any formal or informal achievement tests given since he entered ASP:

Title	Date	Results

5. List positive behaviors displayed by this youngster in the classroom, e.g. stays in his seat, raises his hand before he talks, cooperates with peers, etc.

1)

2)

3)

4)

6. a. List specific behaviors this youngster does that are the biggest problems for your class. Also, indicate approximately how often these behaviors occur.

b. List classroom management techniques which have been helpful or could be helpful in handling these problems.

c. List specific materials you have used or are planning to use with this youngster.

Teacher's impressions and recommendations:

7. Fill out PBI which is attached to the back of this form.

ASP STUDENT EVALUATION

(To Be Completed By ASP Teacher At The
End Of Each Semester Or Upon Termination Of
Student From The Program)

Date: ____________________

Name: ____________________ Length of time in ASP to date: __________

ASP Teacher: ____________________ Principal: ____________________

School: ____________________ School District: ____________________

(To be filled out only if youngster is being terminated)

Date of ASP entry: ______________ Date of ASP Termination: ______________

New placement: ______________ Address: ____________________

1. Standardized Achievement Test Scores (administered during the current school year):

Title	Date	Scores (Grade level, % tile, etc.)

2. Check in Column I those subjects in which this youngster is receiving special help; Check in Column II those subjects in which he needs to receive special help.

I	II		Grade received last marking period	Teacher's estimate of grade level (1st, 2nd, etc.)
		Reading . . .		
		Math		
		Soc. Stud. . .		
		Science . . .		
		English . . .		
		Spelling . . .		
		Other		
		____________		

3. For each subject area rate the youngster on his motivation and progress during the current school year.

Motivation:

1. Always tries hard
2. Usually tries hard
3. Sometimes tries
4. Infrequently tries
5. Never tries

Motivation	SUBJECTS	Progress
	Reading	
	Math	
	Science	
	Soc. Stud.	
	English	
	Spelling	
	Other ______	

Progress:

1. Outstanding
2. Above average
3. Average
4. Slow
5. None

4. Intellectual evaluation or test results (administered during the current school year):

a. Group IQ test results:

Test	Date	Verbal IQ	Non-Verbal IQ	Full Scale IQ	Other scores reported

b. Individual IQ test results:

Title	Date	Verbal IQ	Non-Verbal IQ	Full Scale IQ

5. List the specific behaviors in which this youngster has made improvement while in your classroom, e.g. stays in his seat more, raises his hand before talking, cooperates with peers (doesn't fight as much), does more work and answers more questions and problems correctly, etc.

   1)

   2)

   3)

   4)

6. List three specific behaviors this youngster does that are the biggest problems in your classroom. Also, indicate approximately how often these behaviors occur.

   1)

   2)

   3)

6. b. List specific classroom management techniques you have found helpful in handling this youngster.

   c. List specific classroom materials you have used successfully with this youngster.

7. Has this youngster been suspended or excluded from school in the past year?

______No ______Yes If yes, approximately how many times and for what reason:

____

____

8. From the information you have about the parents, answer the following questions as accurately as you can:

a. Parents have been (Check one)

______ very cooperative
______ somewhat cooperative
______ somewhat uncooperative
______ very uncooperative

b. Parents have been

______ very accepting of their child's problems
______ somewhat accepting of their child's problems
______ somewhat unaccepting of their child's problems
______ very unaccepting of their child's problems

c. Parents appear to be

______ very aware (recognize) of the severity of their youngster's problems
______ somewhat aware of the severity of their youngster's problems
______ somewhat unaware of the severity of their youngster's problems
______ not very aware of the severity of their youngster's problems

d. ______ approximately how often in the past two months have you talked with one or both parents for at least five minutes about their child?

9. a. Do you think this youngster will be able to return to the regular classroom? (Do not answer 9a. if youngster is being terminated.)

____No ____Yes If yes, when?____

____

If yes, what specific changes must this youngster make before he will be prepared to return to the regular classroom?

____

____

If no, what type of a program or placement would you recommend for this youngster?____________________________

____

____

9. b. Why is this child being terminated? (Be as specific and complete as possible.)

(Answer 9b. only if youngster is being terminated.)

10. Fill out FBI which is attached to the back of this form.

STUDENT FOLLOW-UP

(To Be Completed By Regular Classroom Teacher Or Secondary Counselor
After Youngster Has Left ASP Classroom And Returned
To Director Of Special Education

Date:

Name: Address:

Grade: Teacher: Principal:

School: School District:

Date of Entry Into Regular Curriculum:

1. Standardized Achievement Test Scores (administered during the current school year):

Title	Date	Scores (Grade level, % tile, etc.)

2. Check in Column I those subjects in which this youngster is receiving special help; Check in Column II those subjects in which he needs to receive special help.

I	II		Grade received during the last marking periods		Teacher's estimate of grade level (1st, 2nd, etc.)
		Reading.			
		Math . .			
		Soc. Stud			
		Science.			
		English.			
		Spelling			
		Other			

3. For each subject area rate the youngster on his motivation and progress during the current school year.

Motivation:

1. Always tries very hard
2. Usually tries hard
3. Sometimes tries
4. Infrequently tries
5. Never tries

Motivation	SUBJECTS	Progress
	Reading	
	Math	
	Science	
	Soc. Stud.	
	English	
	Spelling	
	Other	

Progress:

1. Outstanding
2. Above average
3. Average
4. Slow
5. None

4. Intellectual evaluation or test results (administered during the current school year):

a. Group IQ test results:

Title	Date	Verbal IQ	Non-Verbal IQ	Full Scale IQ	Other scores reported

b. Individual IQ test results:

Title	Date	Verbal IQ	Non-Verbal IQ	Full Scale IQ

5. List positive behaviors displayed by this youngster in your classroom, e.g. stays in his seat, raises his hand before he talks, cooperates with peers (doesn't fight), etc.

1)

2)

3)

4)

6. If this youngster has presented you and your class with problems, list the behaviors which have been most problematic. Also, indicate approximately how often these behaviors occur.

1)

2)

3)

7. Has this youngster been suspended or excluded from school in the past year?

____No ____Yes If yes, approximately how many times and for what reason?

____

____

8. Answer this question only if the youngster has been a problematic pupil.

a. If the youngster has been a problem pupil, have the parents been:

(Check one)

_____ very cooperative
_____ somewhat cooperative
_____ somewhat uncooperative
_____ very uncooperative

9. a. Do you think that this youngster is functioning adequately in your classroom?

____Yes ____No If no, explain what he does which is not adequate.

What would you recommend for this youngster next year?

10. Fill out PBI which is attached to the back of this form.

APPENDIX F - Diagnostic Statements and Categories as Recorded from Psychiatric and Psychological Summaries

These statements were randomly selected by including every tenth statement from a list of 185 recorded statements.

. . . General oppositional behavioral pattern - some poor coordination was also noted.

. . . Referred from his first grade class because of aggression against peers and failure to do work -- faulty impulse control and less than optimum motivation. No severe emotional stress.

. . . It is quite possible that brain injury was sustained at the time of the severe infectious illness and convulsions during the second year of life. The damage is probably relatively localized, involving speech and language; areas without general motor impairment.

. . . Passive-aggressive pattern of negativism, restriction and anxiety indicated.

. . . Perceptual difficulty. Takes a stimulant for medication (it sedates him).

. . . Bender gave evidence to suggest that maybe some of his problems are organically involved -- his emotional life is constricted and much perceptual distortion is noted. His ability to control impulses is limited and weak - cannot depend on boy to control in a situation when emotion aroused.

. . . Severe character disorder with passive aggressive features. Ideas of omnipotence.

. . . Appears average in all areas of WISC. It would be most difficult at this time for the examiner to make a definitive diagnosis. Youngster should be re-examined in fall of 1963.

. . . This is a child of dull-normal intelligence with a neurotic problem created by intense sibling rivalry and a feeling of being rejected by parents. This has resulted in a poor self image, inferiority feelings and poorly organized acting out.

. . . He is a neurotic child who is reacting to a difficult family situation by failing to involve himself in academic learning.

. . . Organic brain syndrome, possibly on basis of cerebral anoxia during delivery. Neurological dysfunction as a result of organic involvement.

. . . The psychological evaluation indicates that he is functioning with at least average intellectual ability, but with a potential for a higher functioning level. There are also suggestions here of organic or neurological difficulties coupled with a great deal of anxiety.

. . . He appears to be displacing his angry, hostile feelings on the school situation since he is unable to express these feelings, except in passive-aggressive ways in the home, at the same time unconsciously encouraged by the father to act out aggressively with other children away from home.

. . . Problem of post encephalitic neurological integration difficulties complicated by probably some neglect at home and lack of gratification through relationships. Hyperactive and impulsive.

. . . This youngster seems to be highly anxious and hostile with little or no self-concept. This problem seems to be one of a youngster who is much brighter than his chronological age and so has definite peer conflict.

. . . His self-image appears to be very narcissistic, however, strong feelings of inadequacy and anxiety are also indicated. His lack of control over these feelings results in very impulsive and aggressive behavior.

. . . Average range of intelligence with items not requiring verbal skills. He is a boy who feels that while he would like the attention of his parents, especially his father, he must also be more grown up and independent. Rejection of him in favor of his sister is evident to him. He reacts aggressively to any punishment, which brings on more non-acceptance and comparison to "better" members of his family. He seems to be in the middle of a confused mass of indecision over self-concept and identification, not knowing which behavior will lead to acceptance and approval.

. . . He is a confused, fearful, young boy of average intelligence. He feels inter-punitive and thinks of himself as insignificant and ashamed. He uses either belligerance or passivity to retreat from realistic demands. His opinions of himself vary from time-to-time and they are inconsistent. At the present time, he does not seem to display any severe emotional problem requiring intensive treatment. However, such a situation might develop in the future. VT help is necessary. He seems to need to identify with an adult male. He also needs guidance in "ego strengthening" - he needs to feel worthwhile and of some value to his peers and to society. Parent attitudes should be investigated since much of his self perceived behavior stems from their reaction to him.

BUREAU OF EDUCATION FOR THE HANDICAPPED
DIVISION OF RESEARCH

PROJECT NO: 8-0568 (Final Report)

TITLE: A Descriptive Follow-up Study of a Public School Program for the Emotionally Disturbed

AUTHORS: Charles Kotting and Richard Brozovich

INSTITUTION: Oakland Schools
Pontiac, Michigan

RECOMMENDATION: Approval and submission to ERIC

SUMMARY OF REVIEWS

This report has been reviewed by consultants and staff. On the basis of this review, we are recommending approval of the report and submission to ERIC.

Consistency with Proposal

The report did not significantly change any of the procedures outlined in the report. Some minor changes were necessitated because of information gained after beginning the study. Data were not presented on the following variables--sex, length of time of poor school adjustment, medication, and number of schools attended--that were mentioned in the proposal.

Technical Soundness

This report is technically sound. Note that it is a pilot study. Adequate coverage has been given population, how cases were chosen, handling of recorded data, and research design. Since it is a follow-up type study, most data were collected from various questionnaires. Four major objectives and eleven hypotheses are presented, and the steps taken to accept or reject them are satisfactory. The statistical procedures--means, T's, Chi Square, etc.--are appropriate for the obtained data.

One point worth noting is the fact that the mean number of months for the 183 students in the program is given as 16.7. However, the standard deviation is so large (9.1) that 67% of the students fall within the range of 7.6--25.8 months. Since time in the program is so crucial to this follow-up study, the variability inherent in this statistic seems to confound other data.

Adequacy of Reporting

The report reflects a clearly stated rationale which is based on the premise that established programs for the emotionally disturbed should be evaluated, and a follow-up carried out. There has been little research reported in this area, and this project will no doubt be helpful to many workers who wish to measure the results of their special programs. The report does discuss the pro, con and neutral findings and does relate them to the program in general. It is consistent throughout and properly ties together program, description, and results.

Educational Significance

Because of the paucity of this type pilot study, there is educational significance not only in what is found (supported hypotheses) but in what was not and why.A potentially helpful and interesting part of the report deals with problems encountered during the total study. Suggestions about standarization of forms, handling of psychiatric and psychological data, questionnaire design, etc. should be helpful to others planning to do a similar project.

Technical Quality of Report

Except for a few minor instances, the report was reasonably written and presented. Reproduction was adequate, and consistency of information was satisfactory. The inclusion of the various appendices was appropriate and helpful.

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH EDUCATION AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

ERIC ACCESSION NO.

CLEARINGHOUSE ACCESSION NUMBER

RESUME DATE 03-29-69

P.A.

T.A.

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒

ERIC REPRODUCTION RELEASE? YES ☒ NO ☐

TITLE

A DESCRIPTIVE FOLLOW-UP STUDY OF A PUBLIC SCHOOL PROGRAM FOR THE EMOTIONALLY DISTURBED - FINAL REPORT

PERSONAL AUTHORS

KOTTING, CHARLES P. & BROZOVICH, RICHARD W.

INSTITUTION SOURCE

OAKLAND SCHOOLS, PONTIAC, MICHIGAN, DIV. OF SPECIAL EDUCATION

SOURCE CODE

REPORT/SERIES NO.

OTHER SOURCE

SOURCE CODE

OTHER REPORT NO.

OTHER SOURCE

SOURCE CODE

OTHER REPORT NO.

PUB'L. DATE 03-29-69

CONTRACT GRANT NUMBER OEG-0-8-085068-3628 (032)

PAGINATION ETC.

RETRIEVAL TERMS

IDENTIFIERS

ABSTRACT

FOLLOW-UP INFORMATION WAS OBTAINED ON 183 SUBJECTS WHO HAD BEEN ENROLLED IN A PUBLIC SCHOOL PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN BETWEEN THE YEARS 1959 AND 1965. DATA WAS PRESENTED RELEVANT TO FOUR MAJOR GOALS: 1) PROVIDE INFORMATION ON THE ACADEMIC AND SOCIAL ADJUSTMENT OF CHILDREN WHO HAVE BEEN OUT OF THE PROGRAM FOR AT LEAST ONE YEAR; 2) INVESTIGATE WHETHER VARIABLES MEASURED PRIOR TO A CHILD'S ENTRANCE IN THE PROGRAM ARE RELATED TO LATER ADJUSTMENT; 3) DESCRIBE SALIENT CHARACTERISTICS OF CHILDREN WHO WERE IN THE PROGRAM; AND 4) DESCRIBE FUNCTIONAL CHARACTERISTICS OF PROGRAM OPERATIONS.

ELEVEN HYPOTHESES REGARDING VARIABLES (EX. I.Q.) THAT MIGHT PREDICT SUCCESSFUL ADJUSTMENT WERE FORMULATED. TWENTY-ONE CRITERIA OF SUCCESSFUL ADJUSTMENT (EX. REMAINED IN SCHOOL) WERE SELECTED. STATISTICAL ANALYSIS SHOWED THAT THE VARIABLES MEASURED PRIOR TO PROGRAM ENTRANCE SIGNIFICANTLY RELATED IN THE PREDICTED DIRECTION TO AN AVERAGE OF FOUR CRITERIA OF SUCCESSFUL ADJUSTMENT.

THE STUDY WAS NOT INTENDED TO EVALUATE THE EFFECTIVENESS OF THE PROGRAM, BUT THE AUTHORS DO SUGGEST PROGRAM MODIFICATIONS BASED ON THE FINDINGS. SUGGESTIONS REGARDING METHODOLOGY AND TECHNIQUES FOR FURTHER EVALUATION STUDIES ARE INCLUDED.